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TASK-ORIENTED COMPETENCIES OF ELEMENTARY STUDENT TEACHERS

by

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A THESIS

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ABSTRACT

The purpose of this study was to answer the following research question: What are the task-oriented competencies needed by elementary student teachers during the course of their practicum experiences? The data were collected by means of a survey instrument containing 87 task statements purporting to describe the job of the elementary student teacher. The task statements were developed from a previously used survey instrument prepared by Abelson (1974).

The design of the study included random sample populations of elementary student teachers enrolled in the interim Phases II and III Practicum Programs at the University of Alberta, elementary cooperating teachers employed by the Edmonton Public School System, and faculty consultants and education faculty instructors of these student teachers. Respondents were asked to rate each task statement twice; first, to rate the Importance of the Task for Student Teachers and second, to rate the Current Ability of Student Teachers to Perform the Task. The data were analyzed using descriptive statistics as required by the Quadrant Assessment Model which utilizes discrepancy analysis. For each task statement High-Low values were determined for the Importance and Performance profiles. Quadrant 1, containing those statements with high values for both profiles, identified preservice training needs. Quadrant 2, containing those statements with high values for

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the Importance profile and low values for the Performance profile, identified remediation training needs. Task statements in Quadrants 3 and 4 were not perceived to contain implications for preservice and remediation training needs.

The results of the survey indicated that respondents rated the Importance of the tasks higher than they rated the Ability of student teachers to perform the tasks. Consensus was achieved by respondent groups within Phases regarding the placement of task statements in the four Quadrants. Consensus was also achieved by respondent groups within Phases regarding the placement of task statements in Quadrants of High Importance (Quadrants 1 and 2).

The results of the study have led the researcher to conclude that task-oriented competencies needed by interim Phases II and III student teachers during the course of their practicum experiences can be identified. However, 12 competencies were identified by respondents as being highly important for both practicum Phases. There appears a need to bring together all personnel involved in the practicum programs of Phases II and III for the purposes of delineating and explicitly outlining the task-oriented competencies expected of student teachers enrolled in these practicum programs.

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I. STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

A. INTRODUCTION

The study of teacher education has been the focus of numerous articles, texts, theses, dissertations, and research projects. Yet, a survey of the literature regarding relevant theories and research documentation reveals how little theorists and researchers have been able to do with this topic (Dunkin and Biddle, 1974; Castetter, 1976:181-187; Ward and Roscoe, 1958:65; Oliver, 1956:184-185). Rosencranz and Biddle in Biddle and Ellena (1966:232) comment that ". . . research on teacher competence has produced few results acceptable to teachers or those who judge them". Meux and Smith in Biddle and Ellena (1966:164) and Biddle, Rosencranz, Tormich and Twyman as cited by Biddle and Thomas (1966:306) echo this concern of Rosencranz and Biddle.

If the numerous studies of teacher effectiveness and competency have yielded conflicting research results such as those cited by Dunkin and Biddle (1974) and others, then it would seem necessary that one must question the adequacy of teacher preparation vis a vis attained student teacher competency prior to certification.

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B. NEED FOR THE STUDY

Both Smith (Pi Lambda Theta, 1967:256) and Biddle and Ellena (1966:vi) lament the lack of appropriate training for teachers. Smith (1963:2) is concerned with the incongruence between the content of teacher-training classes and the competency of the teacher, and concludes that he is ". . . unable to find any evidence of a general nature that would indicate a relationship between the form of professional training a teacher has, and the ultimate quality of his teaching"(p.62). This is seemingly further exacerbated by the inconclusive relationship between the student teaching experience and its professional value (Smith, 1963:70). Bryan (Pi Lambda Theta, 1967), citing Smith, states that one reason for these apparent inconsistencies is the ". . . failure (of teacher-training institutions) to use available research findings as a basis for improving teacher-training programs"(p.256).

However, the trend in recent years of many American teacher education institutions has been toward two formats which are generally considered synonymous; these are: 1) competency-based teacher education (known as CBTE), and 2) performance-based teacher education (known as PBTE) (Duffie, 1976:6-7). Some Canadian teacher preparation programs are now focussing on such a competency or performance approach (Practicum Discussion Papers, 1978:109). The value of this approach has been reaffirmed by such researchers as Hayden and Hofmann (1976) who compared present day teacher

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competencies with the massive Commonwealth Teacher-Training Study conducted by Charters and Waples in 1929 at the University of Chicago. Hayden and Hofmann (1976) sought to identify equivalency items alternating between the "Florida Teacher Competency List" and the Commonwealth Teacher-Training Study. Hayden and Hofmann reported that their results tended to support a connection between past theory and practice in teacher education and the present movement in competency-based teacher education. This could be interpreted to mean that the preparation of teachers and the perceived required competencies for teaching have remained relatively unchanged since the early decades of the present century. In fact, the study conducted by Charters and Waples has been the basis for a countless number of research projects that have taken place over the years since 1929.

Using the PBTE approach, Medley, Soar and Soar (1975:3) justify the existence of teacher education programs by presuming that what happens to the teacher in his training can somehow increase his effectiveness. Their perceptions of PBTE are based on this premise. As Medley (1977:7) points out: "An effective teacher is always competent, but a competent teacher may not always be effective."

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C. SIGNIFICANCE OF THE STUDY

Dunkin and Biddle (1974:13) state that research on teaching has suffered from several failures. Those important to this study were ". . . failure to observe teaching activities . . ." and ". . . lack of concern for contextual effects . . .". This study addressed these two issues. Hence, the results of this study should assist the Faculty of Education, University of Alberta, in the identification of task-oriented competencies important for student teachers during their practicum experiences.

Another significant aspect of this study was the fact that comparisons were made among the responses of elementary student teachers, cooperating teachers, faculty consultants and education faculty instructors. These comparisons helped the investigator determine the extent of congruence of perceptions among those who prepare elementary student teachers, those who supervise elementary student teachers, and the elementary student teachers themselves who were involved in the Phases II and III Practicum programs.

The final outcome of this study was a presentation of suggested task-oriented competencies for the preparation of student teachers for interim Phases II and III. This was accomplished by using a logical sequence of procedures in which the four major sources of information were employed. Consequently the task-oriented competencies should be relevant for the interim Phases II and III Practicum programs now in operation at the University of Alberta.

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Of special interest may be the comparison between the results achieved by the investigator and those performance objectives for two Educational Curriculum and Instruction courses taught to student teachers at the University of Alberta prior to, during and after student teaching. These performance objectives are identified in Appendix 8.

D. PURPOSE OF THE STUDY

The purpose of the present study was to answer the following research questions:

1. What are the task-oriented competencies needed by Phases II and III student teachers during the course of their practicum experiences?
2. In particular, which task-oriented competencies are:
   a. highly important and are being performed according to this importance;
   b. highly important but are not being performed according to this importance;
   c. not important but are being performed better than this importance;
   d. not important and are not being performed better than this importance.

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E. ASSUMPTIONS

The following have been assumed to occur during the study:

1. Tasks of teaching can be identified.
2. A list of teacher tasks for use in teacher training can be generated from a previously field-tested list of teacher tasks.
3. Task-oriented competencies can be recognized by student teachers, cooperating teachers, faculty consultants, and education faculty instructors prior to student teaching and developed during student teaching.
4. The four groups selected to provide data for this study are the most relevant population to consult.
5. All respondents are honest and truthful in their opinions and judgments regarding their perceptions of teacher task-oriented competencies.
6. All respondents interpreted the questionnaire in the manner intended.
7. Student teachers, cooperating teachers, faculty consultants, and uiversity education instructors were able and willing to make accurate ratings on the current ability of the student teacher to perform the task.
8. For the purposes of statistical analysis, meausurements are of at least interval in nature with the exception of "No Opinion", under the heading of Current Ability of Student Teachers to Perform the Task.

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F. DELIMITATIONS

The following are delimitations of the study:

1. The sample of faculty consultants was drawn from the population of faculty consultants associated with the elementary practicum programs known as Ed. Pra. 202 (interim Phase II) and Ed. Pra. 402 (interim Phase III) offered by the Faculty of Education, University of Alberta, during the Fall Term, 1980/81, in the city of Edmonton, Alberta.
2. The sample of cooperating teachers was drawn from the population of elementary school cooperating teachers in schools in the Edmonton Public School system who were involved with the elementary practicum programs known as Ed. Pra. 202 and 402 offered by the Faculty of Education, University of Alberta, during the Fall Term, 1980/81.
3. The sample of student teachers was drawn from the population of undergraduates and graduates who were engaged in one of the practicum programs known as Ed. Pra. 202 and 402 offered by the Faculty of Education, the University of Alberta, during the Fall Term, 1980/81, in the city of Edmonton, Alberta.
4. The sample of education faculty instructors was drawn from the population of Faculty of Education instructors who were teaching/instructing student teachers during the six weeks prior to their involvement in one of the elementary practicum programs known as Ed. Pra. 202 and

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402 offered by the Faculty of Education, University of Alberta, during the Fall Term, 1980/81.

G. LIMITATIONS

The findings of this study are descriptive of four selected groups, and therefore are directly applicable only to the personnel involved in the study.

H. DEFINITIONS OF TERMS USED

The following are definitions of terms used in the study:

1. Cooperating Teacher

   A Cooperating Teacher is one who teaches children and who also supervises the student teacher, having been given the responsibility of working directly with the student teacher. This term is synonymous with "supervising teacher", and with many other terms in use at various institutions.

2. Elementary Practicum Programs

   The elementary practicum programs relevant to this study are the interim Phase II (Ed. Pra. 202) and interim Phase III (Ed. Pra. 402) student teaching programs offered by the Faculty of Education, University of Alberta. "The learning experiences are designed to be sequential, cumulative, increasingly complex, and to be based upon earlier experiences both in the school and on

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campus" (Field Services, 1980:5).

In its publication, Education Practicum Handbook, Field Services (1980:6) summarizes the salient features of Phases II and III as follows:

Phase II:

a. Occurs in year 2 or 3 of the teacher education program;

b. School experiences are scheduled in full days of continuous blocks of time for a minimum of four weeks;

c. School experiences are designed to emphasize instruction at the single lesson level involving individuals, small groups or the whole class.

d. Emphasis is placed upon the development in the student teacher of specific skills and techniques related to teaching and learning.

e. School experiences are related to on campus activities dealing with the development of specific teaching skills.

Phase III:

a. Normally occurs in Term II of year 3 or Term I of year 4 of the teacher education program;

b. School experiences are scheduled in full days of continuous blocks of time for a minimum of six weeks;

c. School experiences are designed to emphasize the full spectrum of the role of the teacher;

d. Emphasis is placed upon the development, implementation and evaluation of units of instruction by the student teacher;

e. Successful completion is pre-requisite for initial certification.

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3. Student Teacher

A student teacher is a university student, undergraduate or graduate, who is engaged in a program of guided teaching, and takes increasing responsbility for work with given group(s) of learners over a period of consecutive weeks.

4. Faculty Consultant

A faculty consultant is a university Faculty of Education staff member or a Faculty of Education graduate student who is assigned the responsibility for supervising a student teacher or group of student teachers.

5. Education Faculty Instructor

An education faculty instructor is one who teaches/instructs graduate or undergraduate students enrolled in Faculty of Education courses at a university.

6. Teacher

A teacher is one who demonstrates ". . . activities that take the form of: 1)motivating and reinforcing behavior; 2)organizing and managing behavior; 3) presenting and demonstrating behavior; 4) evaluating behavior; and, 5) counseling and advising behavior. These behaviors mediate pupil learning in teacher controlled instructional situations" (Ryans, Pi Lambda

University of Alberta

Theta, 1967:43).

7. Competence

Competence "has to do with how a teacher teaches, and is measured in terms of the teacher's behavior." (Medley, 1977:6).

8. Effectiveness

Effectiveness ". . . points to the effects of a teacher in a given classroom situation" (Biddle and Ellena, 1964:4). Also, effectiveness "... is measured in terms of pupil learning." (Medley, 1977:7).

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I. ORGANIZATION OF THE THESIS

Chapter I outlined the need for, significance, and purposes of the study. Assumptions, delimitations and limitations were also presented. This chapter also contained a statement of the problems and the definition of terms.

Chapter II contains a review of related literature which is delimited to a discussion of teacher competency.

A description of the population, the questionnaire, and a brief account of the statistical methods employed are presented in Chapter III.

Analysis of the data is presented in Chapters IV and V. The summary of the study, conclusions, implications, and suggestions for further research are presented in the final

Chapter - Chapter VI.

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II. THEORETICAL BACKGROUND AND REVIEW OF RELATED LITERATURE

A. INTRODUCTION

The purposes of this chapter are to present a theoretical background and review of related literature concerning the act of teaching, the practicum (student teaching) component of teacher education programs, and methods of determining those teaching competencies required by student teachers. The focus is upon teacher education programs, especially the practicum component of such programs.

The chapter is organized into three sections. The first section presents a conceptualization of the act of teaching and discriminates between "competent" teaching and "effective" teaching. Purposes, goals, components, general content, and evaluation of teacher education programs are then reviewed. Within this second section, Competency or Performance-Based Teacher Education (C/PBTE) is presented as one alternative to traditional teacher education programs. The chapter also provides an examination of the development of teacher competency lists, relating these to the practicum component of teacher education programs. Finally, some implications of the material presented in this chapter are discussed.

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B. THE ACT OF TEACHING: A CONCEPTUALIZATION

The Concise Oxford Dictionary of Current English , edited by Fowler and Fowler (1971:1328-9), defines "teaching" as a process by which ". . . a person enables or causes someone to do something by training, explaining, showing, or stating by way of instruction". The person who "enables" or "causes" the change is generally called a teacher, and the one who does "something" is called a learner, pupil or student. Hence, one could say that: "A teacher is a facilitator or learning" (Gue, 1977:113). However semantically accurate these definitions may be, they lack the precise meaning as generally used by educators and those professionals associated with schools because the act of teaching can take many forms and still be called "teaching".

Within the context of its linguistic usage by research educators, teaching has been variously described as: (1) an art (Adams, 1946:490; David and Kuhn, 1963:17; Flanders, 1965:65); (2) a combination of art and science (Gue, 1977:112; Ratsoy, 1980:3); (3) a personal function of the individual (Sowards and Scoby, 1961:425); (4) a social phenomenon common to all cultures (Smith and Meux, 1970:2); and, (5) a situational activity (Combs and Snygg, 1959:398). Other researchers exploring the concept of teaching have attempted to be more specific in their definitions.

McNeil and Popham (1973:219) view teaching as a process done by one who is ". . . engaged in an interactive behavior

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with one or more students for the purpose of effecting a change in those students." Laurits (1967:32) states that teaching is ". . . the process by which changes in behavior are effected in an individual." Barr (1950:1446) also envisions the act of teaching as a peculiarly behavioristic activity: the teacher is ". . . a director of learning."

Ryans (1967:43) believes that researchers of teaching must be prepared to make certain assumptions about the nature of the behaviors which comprise the act of teaching. In particular, Ryans states:

> Teacher behavior or teaching behavior may be described as a complexly organized set of behavior variables that interact and combine to comprise the activities . . . that take the form of: (1) motivating and reinforcing behavior; (2) organizing and managing behavior; (3) presenting and demonstrating behavior; (4) evaluating behavior; (5) counseling and advising behavior. These behaviors mediate pupil learning in teacher controlled instructional situations . . . (p.43)

Demonstrating these behaviors requires the teacher to have knowledge of the material being presented to the learner, and also some knowledge as to the reasons for success or failure of students in the mastery of the knowledge and skills students are expected to learn (Smith, 1963:66). Also, Smith considers it important that the teacher be able to identify factors of failure that are under his control and those which are not. Ryans (1967:44) postulates that there must be some purpose for the five groups of teaching behaviors to occur during the act of teaching. This purpose has been described as the goals of

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education (Ibid.):

> . . . to provide the individual taught with a behavior base that will help to maximize a) his personal satisfactions and welfare, b) his social productivity, that is, contributions of goods, services and attitudes of value to society.

The act of teaching does not occur in isolation. Extraneous factors operate each time "teaching" occurs, thus very much affecting the nature of the teaching act. Gage (1972:92), who cites Mitzel (1957), calls these extraneous factors "teacher variables", "environmental variables", and "pupil variables". Exactly how these three variables are involved in the act of teaching is discussed later in this section.

From the discussion thus far, it could be determined that researchers have been guilty of an over-reliance on the use of educational jargon. Therefore, before one can more fully understand the act of teaching, it is necessary to discuss differences between what have been termed "competent teaching" and "effective teaching".

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Competent Teaching

Borich (1977:2), Houston (1974:9), Arends (1971) and Hittleman (1976:2) among others have attributed the term "competencies" to the specified identifiable and organized behaviors demonstrated by the teacher during the teaching act. These authors and researchers consider "competencies" synonymous with "skills", "performances", and "abilities".

Competencies for teaching are interrelated with the goals and objectives of educational systems and therefore must be selected and determined accordingly (Ratsoy, McEwen, and Caldwell, 1979:17 citing Hall and Jones, 1976). Competency statements should be descriptive of those behaviors required during the teaching act. Since competence ". . . has to do with how a teacher teaches" (Medley, 1977:6), a teacher is competent when he possesses ". . . the required knowledge, skill, and ability to perform a task adequately . . ." (Peter, 1975:8). It follows that measurement of teacher competence must be based upon the observation of teacher behaviors during the teaching act (Medley, op.cit.). One can conclude, therefore, that a teacher is competent, or not competent for he either demonstrates the behaviors associated with competence, or he does not.

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Effective Teaching

According to Biddle and Ellena (1964:4), teacher effectiveness should be dependent upon ". . . the effects of a teacher in a given classroom situation." Determining the effectiveness of the teaching act, and hence the effectiveness of the teacher, is dependent upon the judgment of the ". . . relationships between teacher behavior and pupil outcomes" (Medley, 1977:11). So while a teacher may be able to demonstrate those behaviors, skills, and abilities considered to be related to the achievement of the goals of

education (i.e. be competent), he may not necessarily be effective in his teaching (op. cit. p.7).

The criteria for the measurement of teacher effectiveness must be the teacher's ". . . accomplishment of the goals of education as displayed in the pupils' behavior following instruction" (McNeil and Popham, 1973:320). These criteria should be stated in competency statement form (i.e. descriptive objectives), ". . . actual behaviors that can serve as benchmarks against which assessments of individual teacher behavior may be compared" (Ryans, 1967:57-58). These descriptive objectives, in turn, must be based upon the goals of education (Gage, 1972:87).

It can be seen that "competent teaching" and "effective teaching" differ in one important respect. Demonstrating the behaviors considered necessary during the act of teaching can be termed "teacher competence", while producing a desired outcome as a result of competent teaching can be labelled "teacher effectiveness". The relationship between these two terms can be explained more fully by examining a model of teaching.

A Model of Teaching

According to Nuthall and Snook (1973:49), a model of teaching should include ". . . a set of associated ideas and concepts more or less organized around a larger conception of what teaching ought to be like, and how it ought to be viewed." While Rosner and Kay (1974:292) and Gage (1972:93)

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present conceptualizations of the teaching act, one methodological model that examines the teaching act in the classroom setting is that presented by Dunkin and Biddle (1974:38). This model, depicted here as Figure II.1, identifies four variables that affect the teaching act in the classroom. These are: (1) presage variables; (2) context variables; (3) process variables; and, (4) product variables. As Dunkin and Biddle explain, the solid arrows in their schema presume a causal relationship to exist.

Teacher variables, termed presage variables by Dunkin and Biddle, concern those ". . . characteristics of teachers that may be examined for their effects on the teaching process, and therefore, may be altered" (p.39). Three distinct categories of presage variables are identified by these authors: (1) formative experiences of the teacher prior to teacher-training experiences; (2) teacher-training experiences; and, (3) teacher properties.

Context variables, which include environmental and pupil variables are the ". . . conditions to which the teacher must adjust" (p.41). These include pupil properties and formative experiences, and environmental conditions such as classroom, school and community contexts.

Process variables, including the act of teaching and observable changes in pupil behavior, focus on the actual activities of classroom teaching. It is here that demonstrated behaviors or "competencies" of the teacher can be observed. Teacher effectiveness, however, would be

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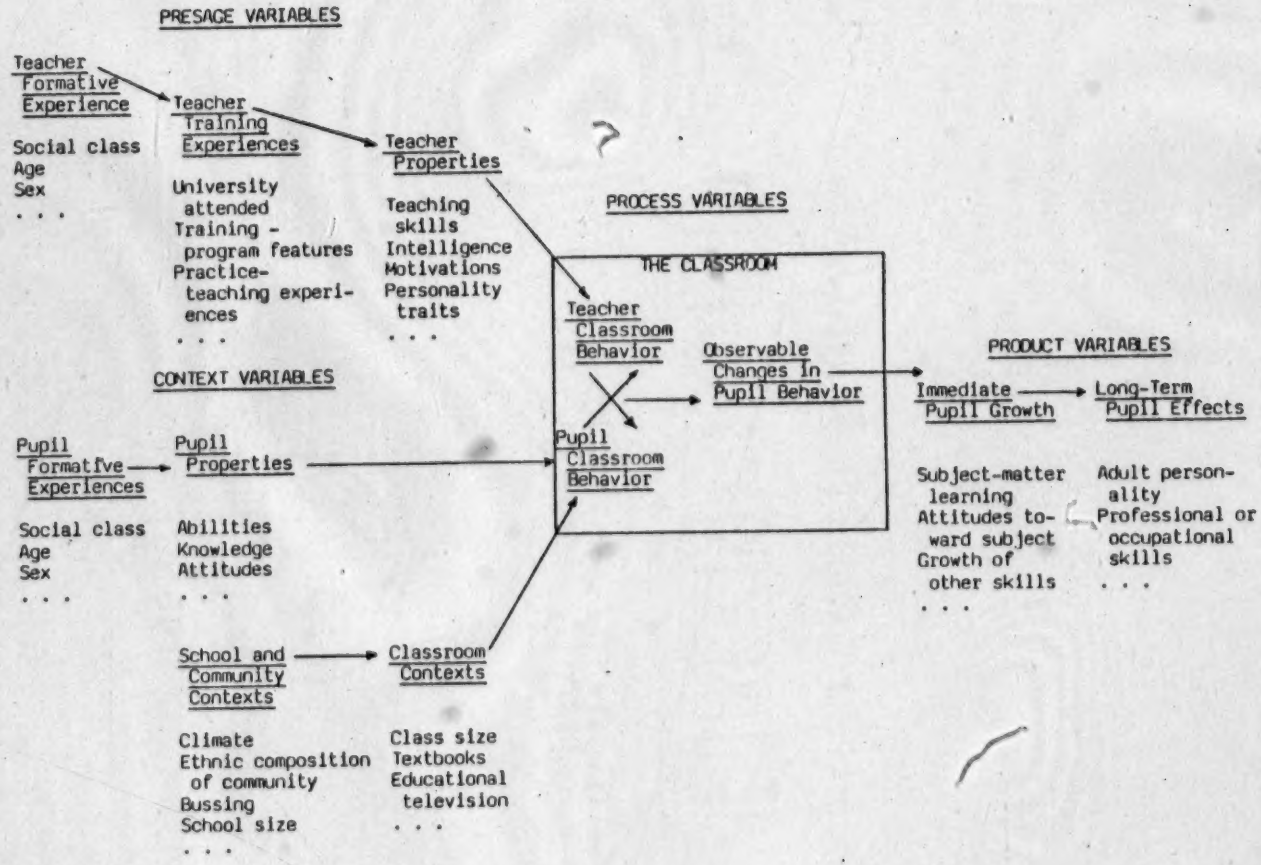

Figure II.1

A Model for the Study of Classroom Teaching
(Source: Dunkin and Biddle, 1974:38)

determined by judging the changes in pupil behavior.

Product variables ". . . concern the outcomes of teaching" (p.44). These effects are immediate and long-term. The evaluation of these product variables, as related to pupil learning, can be termed "teacher effectiveness".

Resultant Implications for Teacher Education Programs

The model for the study of classroom teaching presented in Figure 1 anticipates that the teacher under discussion already possesses presage variables that have enabled him to be hired by a school jurisdiction as a classroom teacher. One of the three presage variables that have been and continue to be used as a basis for employment as a regular classroom teacher is termed teacher-training experiences.

Dunkin and Biddle (1974:39-40) consider three factors vital to the quality of teacher-training experiences: (1) the university attended; (2) training program features; and, (3) practice teaching experiences. If a causal relationship among variables exists as these two authors suggest (p.37), then the competencies required by a classroom teacher must be learned in the teacher education program prior to and during the student teaching experience, and demonstrated during the practice teaching component of the teacher education program. It is during student teaching that the prospective teacher can be judged to have acquired those competencies necessary in the act of teaching. No judgments as to the effectiveness of the prospective teacher can be

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made except those based on the immediate observable changes in pupil behavior.

C. TEACHER EDUCATION PROGRAMS

Purpose and Goals

The writers reviewed for this study generally agree that the overall purpose of teacher education programs is to prepare individuals who are competent teachers. The implication is that these teachers will also be effective (Ryans, 1967:44; Smith, 1963:6; Stratemeyer and Lindsey, 1969:13). According to the 1974 O.E.C.D. report entitled New Patterns of Teacher Education and Tasks: General Analyses, the basic goals of teacher education programs must address three concerns for the prospective teacher: (1) develop his academic and personal competence; (2) provide him with professional studies; and, (3) provide him with professional practice opportunities. Smith (1963:6) states that teacher education programs attempt to achieve their goals by providing the prospective teacher with academic courses in all phases of instruction, and in the guidance and administration of education. Smith also contends that a teacher education program should foster ". . . research which will extend knowledge of the educational process" (p.6). In particular, the teacher education program should be interested in advancing the kind of education that will enable recipients to live more useful and productive lives.

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Basic Components and Content

Stratemeyer and Lindsey (1969:25) identify three components common to all teacher education programs. These are general education, specialized education, and professional education. Included within these three components are the knowledge and skills of subject matter content courses and teaching methodology courses, social/science bases of instruction and classroom management, and supervised practice teaching (Dreeben, 1970:126). The Component Model Teacher Education Program (Undergraduate Studies Revision Committee, 1977) of the Faculty of Education, University of Alberta, reflects the basic content outlined by Dreeben (1970) and the components identified by Stratemeyer and Lindsey (1969).

It is interesting to note, however, that Smith (1963:13) citing Borrowman (1956), observes that the pattern content of teacher education programs has remained relatively unchanged as a basic structure for more than 70 years. C/PBTE proponents have attached the label "traditional" to these teacher education programs.

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D. C/PBTE: ONE ALTERNATIVE TEACHER EDUCATION PROGRAM

Purposes and Goals

Competency or Performance-Based Teacher Education (C/PBTE) programs are one alternative to the traditional teacher education program models currently in use by many

teacher-training institutions. While it is not the purpose here to discuss the positive and negative aspects of C/PBTE (Duffie, 1978, provides an excellent discussion on C/PBTE), it is quite evident from a review of the literature that the overall purpose of C/PBTE programs is similar to that of traditional types: to produce individuals who are competent, and by implication, effective teachers (Peter, 1975:15).

The goals of C/PBTE are essentially those of traditional teacher education programs, but with one addition. Arends (1971:1) contends that C/PBTE is one attempt to improve present teacher education programs, and hence, improve the teaching profession. Medley, Soar and Soar (1975:3) state that in C/PBTE, decisions concerning prospective teacher graduation and certification are based on demonstrated and measurable competence. This, they contend, is in contrast to traditional teacher education programs wherein prospective teachers are assessed upon courses taken and passed; that is, evidence of acceptability that tend to promote competencies to be acquired. Thus, the basis for who is an acceptable techer is determined by what the prospective teacher does, not how "well" (Ibid.). Whereas traditional teacher education programs appear to lack distinct objectives that operationally integrate theory into practice, it is argued that C/PBTE can fulfill this task (Peter, 1975:3).

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Basic Components and Content

The basic components of traditional teacher education programs can be identified in C/PBTE programs. However, the emphasis on competencies to be acquired by the prospective teacher is increased in a C/PBTE program, and its format appears to be very structured. Elam (1971:8) presents a conceptual framework of Peformance-Based Teacher Education. Arends (1971:9) outlines these essential elements of a C/PBTE Program:

1. Competencies (knowledge, skills, and behaviors) to be demonstrated by graduates are:
   a. derived from an explicit conception of teacher roles;
   b. stated so as to make possible an assessment of the student's behavior in relation to specified competencies;
   c. made public.

2. Criteria to be employed in assessing competencies are:
   a. congruent with specified competencies;
   b. stated in terms of explicit levels of mastery under specified conditions;
   c. made public.

3. Assessment of the student's competencies:
   a. uses performance as the primary source of evidence;
   b. takes into account evidence of the student's knowledge relevant to planning, analyzing, interpreting, and evaluating situations or behavior;
   c. makes use of evidence on the consequences of student behavior (on pupils) where valid and feasible.

4. The student's progress is based on demonstrated competence rather than by time or course completion.

5. Instructional programs are intended to facilitate the development and evaluation of the student's achievement of the competencies specified.

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The structural format of C/PBTE programs lend themselves to systematic models of instruction (Ibid. p.7). Many programs use instructional modules such as that outlined in Figure II.2. Solid arrows depict flow through the program module and dotted lines indicate that remediation for students who require it is available at each step.

Hittleman (1976:6) and Peter (1975) have developed a schema similar to Arends' (1971) for instructional modules.

However, systematic models of instruction such as the one outlined by Arends (1971) presume that all behavior can be objectively measured. Also, the emphasis upon only measurable behaviors implies that other types of teacher-training outcomes such as attitudinal and affective changes are considered relatively unimportant. In addition, prespecification of explicit goals and objectives can inhibit the student as a teacher-to-be from taking advantage of instructional opportunities unexpectedly occurring in the classroom. Finally, it must be noted that measurability implies accountability; students might be judged solely on their ability to produce results in learners rather than on the many bases now used as indices of competence.

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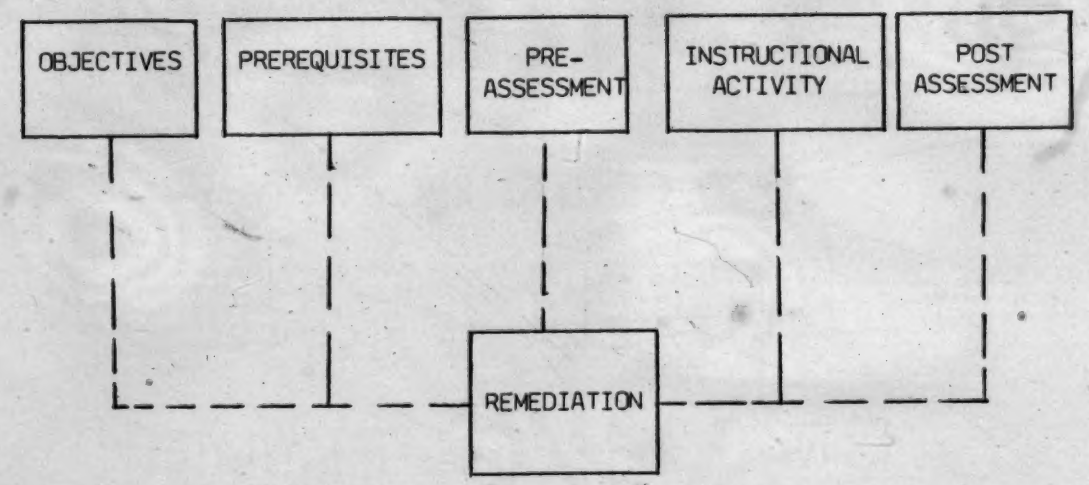

Figure II.2

Instructional Module of a C/PBTE Program
(Source: Arends, 1971:7)

E. PRACTICUM COMPONENT OF TEACHER EDUCATION PROGRAMS

Purpose

The practicum (student teaching) component of teacher education programs furnishes the prospective teacher with an important opportunity to synthesize and apply the theoretical learnings and practical skills provided through and developed in other academic course work (Devor, 1964:3). Essentially, the basis is "learning by doing, for the . . . only way one can really learn to teach is by teaching" (Ibid.). Thus, it would seem that the practicum is required for the proper development of those skills, abilities, and knowledges (i.e. "competencies") important to the act of teaching. Proponents of traditional teacher education programs (Stratemeyer and Lindsey, 1969:25; and Dreeben, 1970:126) and C/PBTE programs (Medley and others, 1975:3, and Peter, 1975:2) concur with Devor's observation. Dreeben (1979:151) considers practice teaching to be a form of teaching apprenticeship:

> . . . a system which is implicitly predicated on the assumption that teaching is a unitary occupation, that is if one acts like a teacher by taking a teacher's responsibility (under supervision), one thereby learns the job.

Be this as it may, it must be noted that apprenticeship has a long but not always successful career. Also, one must question if teaching actually is the unitary occupation suggested by Dreeban.

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The Division of Field Services, Faculty of Education, University of Alberta (1980:4), reports that ". . . practicing teachers indicate that their practicum experiences were the most valuable part of their preparation." Dreeben (1970:142), and Peter (1975:16) citing Silberman (1970) suggest that the practice teaching component is acknowledged to be the most valuable part of the training of prospective teachers. Hence, it is not surprising when studies such as those conducted by Tittle (1974) and Ratsoy, Babcock and Caldwell (1978) identify a need to incorporate more practice teaching in teacher education programs. These views were expressed by student teachers, cooperating teachers and school administrators alike.

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Goals and Objectives

The Faculty of Education Division of Field Services (1980) states that the reason practice teaching is considered to be a most important part in the preparation of a prospective teacher ". . . may be due to the fact that the education practicum program seeks to integrate the theories presented in university courses with practice in the field "(p 4). But one can only wonder how self-serving this comment is for teacher-preparation institutions in general.

The approved general goals of the practicum component of the teacher education program at the University of Alberta (Field Services, 1980:4) are that education

practicum programs should:

1. . . . help the student to understand and see the relevance of the other aspects of the teacher education program and to place academic work in context.

2. . . . provide the student with the opportunity to observe and study the process of education and the operation of schools in a number of settings.

3. . . . provide students with opportunities to practice and test theories and hypotheses relative to teaching, to develop teaching skills, and to begin to develop a distinctive individual teaching style.

4. . . . provide students and institutions with opportunities to make decisions regarding the suitability of teacher candidates.

5. . . . introduce the student to and develop the role of the teacher as a professional.

6. . . .provide a channel through which ideas may flow which may improve both the cooperating school systems and the Faculty of Education.

While the first five goals appear to be applicable, the last goal can be challenged. Communicating "ideas" to improve cooperating school systems and the Faculty of Education can be achieved through means other than the Practicum.

The results of a survey of student teachers, cooperating teachers, college supervisors, and school administrators by Tittle (1974:178) in New York State indicated that the most important objectives of student teaching were similar to those espoused by the U of A Faculty of Education Field Services.

Those advocating C/PBTE programs feel that their practicum programs integrate theory into practice better than traditional teacher education programs (Pereira and

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Guelcher, 1970; and, Medley and others, 75:3). Koerner (1963:17) comments that the way to ensure teaching competence of the student teacher is to design ". . . a reliable method . . . for connecting the training programs with the on-the-job performance of teachers." Thus, as Rosner and Kay (1974:292) report , the desirable outcome is that student teachers are likely to express greater satisfaction with C/PBTE programs than traditional programs as they prepare teachers to deal with classroom realities. "It is incumbent upon the institution to formulate adequate forms and procedures which will assist in identifying their achievement" (Field Services, 1978:94).

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Content

The content of the practicum component is basically the same for traditional and C/PBTE programs. Field Services (1980:19-64) outlines the responsibilities and roles of the participants in the practicum program. Oestreich (1974:336), a proponent of C/PBTE, feels that unless competencies are specified, there cannot be very much assessment of how the student teacher has developed. These specified competencies, then, become the content of the practicum component of C/PBTE programs. Ratsoy and others (1978:101-102) report in the results of their study of the content of practicum programs that respondents were concerned with the length of time of the practicum, and the orderly development of involvement by student teachers - from observation to

teaching individuals, small groups, and whole classes. This is now contained in the interim Three Phase Practicum program offered through Field Services (1980:5).

The Department of Elementary Education, Faculty of Education, University of Alberta (1980), has at present a list of performance objectives for which its students are responsible. The two courses in which these preactive, interactive and post active skills are learned occur prior to, during and after the student teaching experience. These performance objectives are identified in Appendix 8.

Merritt (1973:1) favours the development of performance objectives, or explicit indicators of competencies, that would become the content of C/PBTE practicum programs. Merritt suggests a five-step plan to achieve this:

1. Identify groups to secure goal and performance statements;
2. Prepare performance statements based on the teacher behaviors of evaluation skills, instructional skills, planning and organizational skills, classroom management skills, and guidance and counseling skills;
3. Analyze and revise;
4. Field test performance objective statements;
5. Legitimize performance objectives.

However, Merritt cautions that possible problems in developing performance objectives include intrusion resistance, apathy, and a complexity maze on behalf of the concerned groups (p.1).

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Evaluation of the Practicum Program

Perhaps the greatest indictment of the student teaching component of traditional teacher education programs is the apparent lack of relating the theory in course work to the practice in the classroom. Ratsoy et al (1979:66-67) suggest that the results of their study indicated this criticism. However, a C/PBTE proponent, Merritt (1973:3) argues that:

> . . . the use of performance objectives by the cooperating and student teachers should help identify teacher preparation program needs. The feedback from cooperating teachers may, for example, suggest that a particular need is not being met at the university but is assumed to be (emphasis in orginal text).

Other PBTE proponents argue that, because their program is competency based, the student knows in advance what is expected of him, and these detailed competencies (i.e. performance objectives) should validate their program.

Evaluation of the Student Teacher

George (1977) notes that in the past, student teacher evaluation was often based on the preconceived ideas of the supervisor. Unfortunately, such is still the case in many traditional teacher education programs. The three types of forms used by teacher preparation institutions for student teacher evaluation consist of the comment, checklist, or checklist/comment type (Field Services, 1978:103). The forms currently in use by the Faculty of Education, University of Alberta (Field Services, 1980:85-89) consist of checklists

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of areas with provision for comments. It should be noted that these checklists do not identify competencies of student teaching; they are only ". . . an indicator of growth toward professional competency" (Ibid. p.88).

"The most significant trend in student teacher evaluation is the move from the comment type evaluation procedures toward competency- based evaluation together with the progression through competencies"(Field Services, 1978:110). Whereas traditional student teaching evaluation is based on evidence of classroom teaching experience supposedly related to competence, the basis for decision-making in C/PBTE programs is the assessment of teacher performance (Medley et al, 1975:9). Gage (1977:92) agrees that the student teacher can only be assessed on his and the pupils' behaviors. To accurately measure the teacher's performance, Medley et al (1975:9) state that three steps must occur: (1) a sample of the relevant behavior must be obtained; (2) a record of the behavior must be made; and, (3) the record must be quantifiable or scorable.

Finally, it must be noted that both formative and summative evaluations apply to traditional and C/PBTE programs (Field Services, 1978:93-94). Differences are in degree, not kind.

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Trend to Competency-Based Practicum Programs

The move to C/PBTE practicum programs can be attributed to several factors. Duffie (1978:5-9) provides an in-depth discussion of the forces which have brought about this change. She attributes the development of C/PBTE practicum programs to: (1) the social fabric of society in the 1960's; (2) the intrusion of the U.S. federal government into college and university teacher preparation programs; (3) the effect of the accountability movement on educators inside and outside the educational establishment; and, (5) the impact of behavioral psychology on the process of educating America's youth.

Field Services (1978:109) notes that the trend now appears to be toward the development of systems designed to identify the achievement of competencies.

Merritt (1973:2-3) suggests that C/PBTE practicum programs should utilize performance objectives because they can achieve the following:

1. They can identify in advance the basis for evaluation of student teacher behavior.
2. They help the student teacher assume a greater share of the responsibility for defining the role of the teacher.
3. Since student teachers vary, each can select an individual pattern of performance objectives. Thus, the functioning role of a teacher may be reached in different ways.
4. Weekly evaluation conferences may be made more relevant when specific checklists of selected performance objectives may be used for the conference. This process will help the participants to discuss pertinent behaviors and will help reduce the tendency to stray

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away from analysis of actual behavior.

5. A more realistic evaluation of the student teacher at the end of the experience should be facilitated by the use of performance objectives. Placement forms might contain direct reference to performance objectives achieved.

6. A sense of fair play should develop between student teachers and evaluators if ground rules for judgment are made clear. Use of performance objectives might save time involved in guessing what the evaluators want - be they university or public school evaluators.

Observable Results

Several results can be noted because of this shift to a C/PBTE format, particularly at the practicum level. Duffie (1978:10) citing Schmieder (1973) observes that the shift to C/PBTE has resulted in:

> . . . a different focus from teacher education conceived as college responsibility to mutual responsibility of a contributing institution; from program decisions made solely by faculty to shared program decisions made by all affected; from pre-service programs viewed as a set of common experiences for all students to programs viewed as a set of common objectives with program means differing for different students . . .

Collins (1971:1) states that educators must redefine the purposes of the university and realign the preparation procedures of teachers. He feels that traditional teacher education programs have suffered from the problems of failing to maintain the balance between the practical experience and academic course work. In addition, cooperating teachers have not been called upon to participate as equals in teacher education program

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discussions regarding the standards by which teachers shall be prepared.

Peter (1975:178) presents a job description of the classroom teacher as approved by the 1971 California State Legislature (Stull Bill, B 293). This document legally requires each school district to implement a program of teacher evaluation based on competencies. Therefore, school districts in California must now develop competency-based job descriptions for classroom teachers.

Martin (1981) discusses Alberta governmental plans to revise the Alberta Teaching Profession Act (Chapter 362 of the Revised Statutes of Alberta, 1970, with amendments up to and including November 3, 1978). This should result in ". . . procedures by which their professional competence and conduct can be assessed" (p.5). The biggest question, "Who determines competence?" is yet to be determined.

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F. DEVELOPMENT OF A COMPETENCY LIST

Ratsoy and others (1979:19-32) provide a review of the literature concerning the ways in which teacher competency lists have been developed and compiled. These authors, citing Hall and Jones (1976), identify eight sources of teacher competency lists: (1) existing lists, (2) course translations, (3) course translations with safeguards, (4) taxonomic analysis, (5) input from the profession, (6) theoretical constructs, (7) input from clients, including pupils and the community, and, (8) task analysis.

One method used by educators to develop competency lists can be termed task analysis. Kaufman (1972:107) outlines the procedures necessary to conduct this type of research. In relation to the topic under discussion, this would involve listing and noting in detail the tasks of what a regular classroom teacher fulfills. Sources identified by Ratsoy and others (Ibid.) can be previous lists and competencies derived from course translations. The study conducted by Ratsoy and others (1979) utilized the task analysis approach to arrive at a competency list for student teachers.

A second method that can be employed to develop a student teacher competency list involves a needs assessment approach. Figure II.3 depicts this triad.

Three critical variables must be considered when developing a needs assessment to determine the competencies to be demonstrated by student teachers in the classroom during their practicum experience. These are: (1) the competencies demonstrated by regular classroom teachers which result in teacher effectiveness; (2) student teacher needs as perceived by teacher education program personnel; and, (3) goals of the practicum which are reflected through the goals of education.

At least three dimensions must be considered simultaneously in any assessment of needs. Figure 3 suggests the cooperation and active participation of three groups of educational partners: classroom teachers, instructors or

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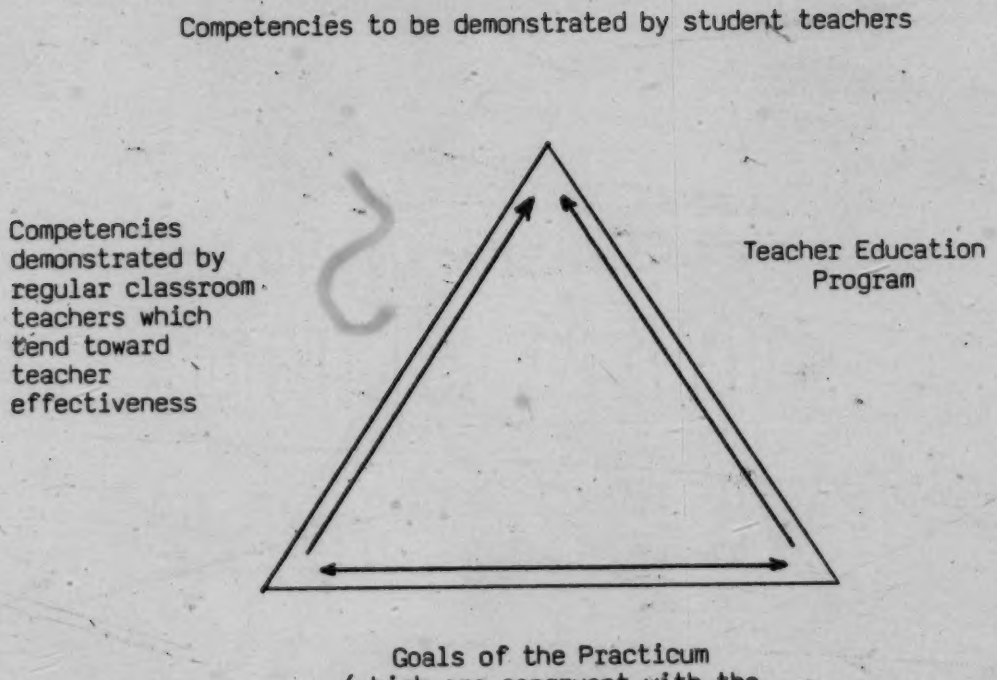
Competencies to be demonstrated by student teachers
Competencies demonstrated by regular classroom teachers which tend toward teacher effectiveness
Teacher Education Program
Goals of the Practicum (which are congruent with the Goals of Education)

Figure II.3

A Needs Assessment Approach
(Source: Adapted from Kaufman, 1972:31)

teachers in the teacher education program, and society as reflected through the goals of education and thus the goals of the practicum. The procedure in developing competency lists could include: (1) identifying the participants in each section; (2) identifying the discrepancies among the three variables; and, (3) ameliorating the discrepancies (adapted from Kaufman, 1972:32).

Studies which have utilized this approach are those conducted by Houston (1972) and Dziuban and Sullivan (1978). A total of 23 competencies were cited as "essential" (Dziuban and Sullivan, 1978:422-423), ". . . the knowledge and skills necessary for teaching, irrespective of subject matter or pupil age."

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G. IMPLICATIONS

What follows are some observations concerning implications of this review.

1. We know that "competence" and "effectiveness" are not the same thing. They are interrelated, one causes the other, but each must be dealt with separately. Teacher education programs, be they the traditional programs in existence for some 70 years, or the C/PBTE programs now flourishing in the United States, have as their main goal the preparation of competent teachers. These programs would like to purport that they prepare

effective teachers, but can only imply that such is the case. However, it is to be noted that:

> . . . studies demonstrate that student teachers prepared and evaluated under competency systems perform better, and that the pupils of those student teachers can achieve more than comparable pupils taught under other programs (Field Services, 1978:95).

This Field Services publication did not make explicit its basis for claim of this statement. Without further research, these claims can only be considered tentative at best.

2. There is now a need to examine the effects teachers have on pupils in order to determine teacher effectiveness. A cautionary note must be added here. Pupils must be receptive to learning new skills, abilities, and knowledge. No matter how competent a teacher may be, he cannot be effective unless the other partner in the relationship is receptive to the motivational behavior of the teacher.

3. Biddle and Ellena (1964:vi) lament that ". . . it is not an exaggeration to say that we do not today know how to select, train for, encourage, or evaluate teacher effectiveness." Research presented in this chapter counters some of what Biddle and Ellena state. If teacher effectiveness is evaluated on pupil outcomes, then teacher effectiveness is not conceptualized in the

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form that it can be evaluated. What educators can do, though, is examine the competencies of regular classroom teachers and determine from that what competencies tend toward effectiveness, keeping in mind the cautionary note previously mentioned.

4. Stiles (1950:1366) sees needed research in two areas, those being:

> the identification and clarification of goals and over-all objectives in terms of teaching competence which student teaching and related aspects of programs of teacher education are expected to serve, and,
>
> institutions which provide student teaching need to give consideration to the refinement of techniques of identifying, collecting, and interpreting data regarding professional growth of prospective teachers in terms of probable success in teaching.

To some extent, this has been achieved in C/PBTE programs, but more research is needed.

5. Bryan (1967:56) citing Smith points out that the real short-coming is that teacher preparation institutions do not provide appropriate training for teachers. The difference between what "ought to be" and what "is" can be attributed to three causes: (1) failure on the part of the institution to incorporate suitable innovations; (2) loss of teachers who find themselves able to do a

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better job in the field than in the training institution; and, (3) failure to use available research findings as a basis for improving teacher training programs. As Laurits (1967:41) comments: "We run across the seeming paradox that the teaching is often poor in the teacher-training institution." If this comment of Laurits is to be taken at face value, then it would seem that prospective teachers on their own can somehow acquire the necessary skills, behaviors, attitudes, and knowledge to be teachers. It would follow that any form of preparation offered by training institutions could be considered superfluous. Such comments focus on the negative rather than the positive aspects of teacher-preparation programs.

6. Evaluation of teaching is " . . . concerned not only with the improvement of current practices but with overcoming deficiencies in teacher preparation" (Flanders, 1964:221). If this is the case, one can only wonder about evaluation of student teachers when the evaluation of regular on-the-job classroom teachers lacks uniformity (George, 1977).

7. Maybe governmental legislation, such as that in California (Peter, 1975:178) and possible amendments to the Teaching Profession Act in Alberta (Martin, 1981:5) might be the answer to these concerns. As Ryans

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(1967:58) states:

> I believe the selection and detailed spelling out of teacher effectiveness is a major concern of education; and with our tradition of autonomy of school districts . . . this means that it is incumbent upon each school system to think through the problem of what is expected of its teachers under different conditions and describe in behavioral terms the acceptable standards of teaching performance.

In order to follow through on Ryans' suggestions, it would be necessary that school systems make known to teacher-preparation institutions exactly what is expected of prospective teachers once they enter the classroom as full-time teachers. This information then would be included in teacher-training programs.

8. Determining the competencies required of teachers is the first step to determining teacher effectiveness. While educators can determine teacher competencies, they must invite society, through the elected representatives known as school boards, to assist them in determining the requirements of teacher effectiveness (adapted from Kaufman, 1972:31).

9. Finally, it is to be noted that C/PBTE programs emphasize cognitive skills at the expense of affective skills. Nowhere in the literature on C/PBTE programs does there appear to be a concern for the impact of the affective domain on the teaching act. Teaching is not

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mechanistic in nature; the feelings, emotions, and aesthetic values of all participants are part of the teaching situation. While there is a need to use performance objectives to assess the observable behaviors of student teachers, these should not be the sole basis of evaluation to determine who is or is not a teacher. If assessment of competence suggests accountability, then prospective teachers in C/PBTE programs appear to be judged only on a bureaucratic job specification level. The warmth, affection, intuitive understandings, and feelings of prospective teachers and their pupils are not considered at all. The teaching act, according to C/PBTE proponents, is a science. Positive personal exchanges between pupil and teacher which tend to promote an atmosphere condusive to learning are considered to be of lesser importance because they cannot be overtly measured.

Rather than whole-heartedly accepting C/PBTE as visualized by the researchers reviewed in this chapter, teacher preparation institutions will need to incorporate the use of performance objectives with an appreciation of what working with other human beings, in this case children, is all about. Teaching then becomes an art as well as a science. Evaluation of student teachers is a combination of assessing the objective (science) and the subjective (art).

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H. SUMMARY

This chapter began with a conceptualization of the act of teaching, discussed traditional and competency or performance-based teacher education programs with the emphasis on the practicum component, and culminated with an examination of the developmental procedures of formulating student teacher competencies that can be demonstrated in the classroom setting.

In the first section, a discussion of the nature of classroom teaching was presented and the meanings of "competent" teaching and "effective" teaching were explored. The disctinctions between these two terms led to the examination of Dunkin and Biddle's (1974:38) model of classroom teaching. It was noted that competence can be observed during the act of teaching while measures of effectiveness require an evaluation of immediate and long-term effects on pupils.

In the second section, the purposes, goals and objectives, and evaluation of teacher education programs were outlined. The C/PBTE concepts regarding these issues were also reviewed. By providing general, specialized, and professional education, teacher preparation institutions attempt to produce individuals who are competent teachers. This led to an examination of the practicum component of both traditional and competency/performance-based teacher education programs. Methods of evaluating student teachers during the practicum experience were examined, as were the

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forms currently in use by teacher-training institutions. The trend now seems to be toward a competency list format that can be used to determine whether or not the student teacher exhibits the competencies deemed necessary during the act of classroom teaching.

The third section dealt with the development of a competency list. While eight sources were identified, two methods of generating a list were outlined, these being task analysis and a needs assessment approach. Studies using both methods were referred to.

Finally, implications arising out of this review of related literature were discussed.

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III. METHODOLOGY AND RESEARCH DESIGN

The methodology and research design used in this study are presented in this chapter. The population selected, and the development and administration of the instrument are described. A description of the statistical programs used in the analysis of the data concludes this chapter.

A. METHODOLOGY

The Quadrant Assessment Model (QAM) was the needs assessment tool used in this study. This needs assessment technique was developed by Pol and McCleary (1973) at the Research and Development Laboratory at the University of Utah. Sanders (1980) used this model to examine the changing role of the school administrator and sources of assistance which administrators may utilize for purposes of in-service education. Other researchers (Miller, 1979; Deros, 1975; Pol, 1975) have used this needs assessment process and have also validated it as to the accuracy of the information which it generates. The procedure for use of the QAM has been described by Sanders (1980:16-20). This process is explained in the following section.

Quadrant Assessment Model (QAM)

Participants in the needs assessment study are requested to react to a list of descriptive statements that supposedly describe their jobs. These participants provide both a measure of the importance of each statement as a

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desired or ideal outcome (i.e. how important the statement should be) and a measure of the actual or real accomplishment (i.e. current ability) for each task description. Differences between the "ideal" and "real" assessments are then determined. Finally, these discrepancies can be used to organize the task descriptions in such a manner that preservice and preservice remediation needs can be isolated.

Using a high-low scale which is employed for both the "ideal" and "real" assessments, the data are organized in the manner depicted in Figure III.1.

Once the task descriptions are organized as in Figure III.1, the next procedure is to place them in the four quadrants as suggested by Figure III.2.

Qaudrant 1 includes those statements with high scores in both the "ideal" and "real" dimensions. Quadrant 2 inclues those statements with high "ideal" scores, but low "real" scores. Quadrant 3 includes those statements with low "ideal" and "real" scores. Quadrant 4 includes those statements with low "ideal" scores, but high "real" scores.

Interpreting the Information in the Quadrants

Needs assessment information can be extracted from the quadrants once the task descriptions are arranged in quadrants.

Quadrant 1 (high "ideal" - high "real") contains task description statements which are viewed as being important

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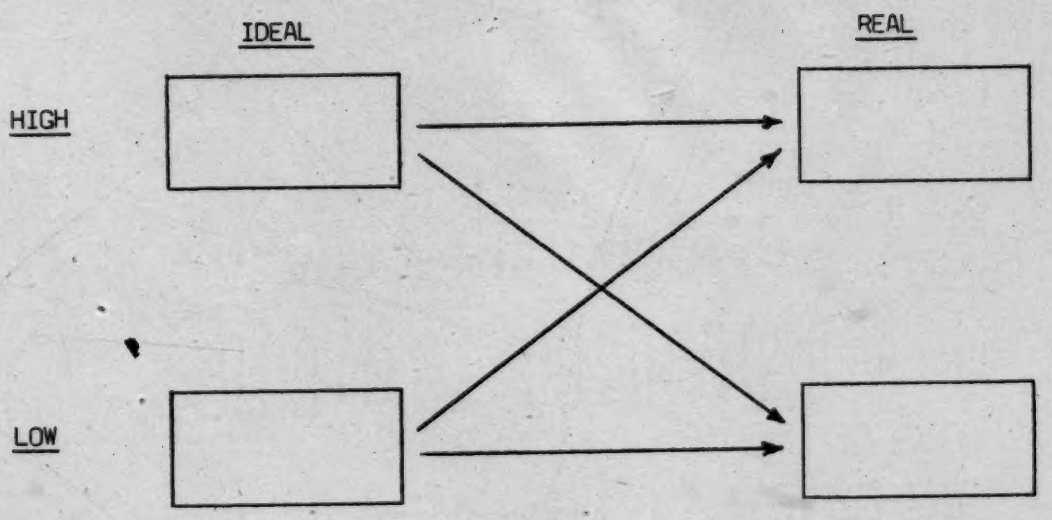

Figure III.1

Diagrammatic Representation of QAM Showing Key Relationships
(Source: Sanders, 1980:17)

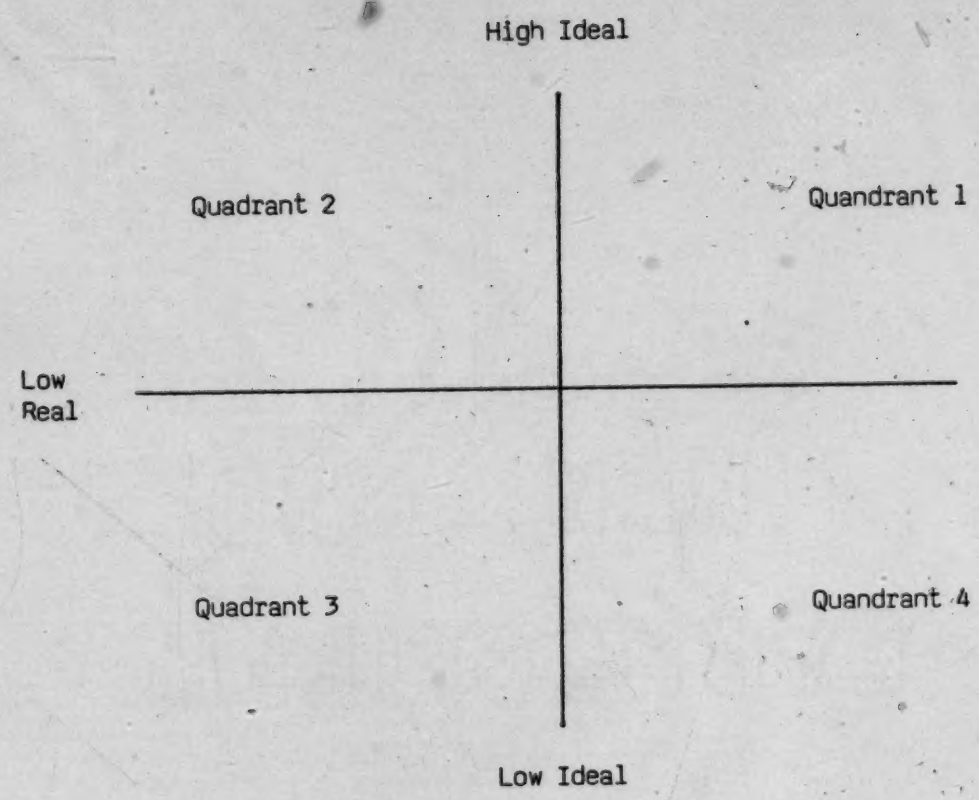

Figure III.2

Diagram Representing the Four Quadrants of QAM
(Source: Sanders, 1980:18)

and which respondents observed they can presently accomplish with a high degree of proficiency. That is, persons in the position being examined should be able to and can meet the requirements indicated in these task description statments. It follows that candidates for the position should acquire the necessary skills, knowledge, behaviors, abilities, and competencies and that the major responsbility for enhancing the development of these skills, knowledge, behaviors, abilities, and competencies should be assumed by the preparatory institution.

Quadrant 2 (high "ideal" - low "real") contains task description statments which are seen as important, but are not being performed according to their importance. These statements suggest that the in-service requirements can be acquired in the pre-service requirement quadrant (quadrant 1) for those persons still attending the preparatory institution. This assumes, of course, that the preparatory institution is aware of these deficiencies and is able to offer inservice/remediation courses during preservice to correct these deficiencies.

Quadrant 3 (low "ideal" - low "real") contains statement descriptions that are considered unimportant and, in actual practice, are not receiving much emphasis. However, one cannot conclude that these statements are not necessary. Rather, they are receiving the time and effort required when considering their importance.

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Quadrant 4 (low "ideal" - low "real") contains statement descriptions that are considered unimportant but which participants have the ability to accomplish. These statements can be examined carefully to decide whether or not valuable time misspent should be redirected to emphasize other tasks.

Use of Descriptive Studies

Two authors cited by Sanders (1980:27-28) who advocate the use of descriptive studies in an educational setting are Katz (1953) and Selltiz (1951). Katz (1953) maintains that the exploratory study:

> . . . attempts to see what is there rather than to predict the relationships that will be found. It represents an early stage of science. From its findings may come knowledge about important relationships between variables . . . (p.74)

Selltiz (1951) sees the purposes of descriptive studies as one or both of the following:

> . . . to portray accurately the characteristics of a particular individual, situation or group (with or without specific initial hypothesis about the nature of these characteristics);
>
> . . . to determine the frequency with which something occurs or with which it is associated with something else. . . (p.50)

The purpose of this study was to describe, as accurately as possible, the competencies of student teachers located in an urban setting in order to gain information of value in the determination of their pre-service and

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in-service requirements. No follow-up procedures were employed in this study since validation studies have been used in previous research utilizing the QAM process (Sanders, 1980; Miller, 1979; Deros, 1975; Pol, 1975; Pol and McCleary, 1973).

B. POPULATION

Permission to conduct the study was received from the various agencies and personnel involved. Appendix 3 includes copies of correspondence on this matter. Due to the length of the questionnaire and the nature of the study, perceptions of elementary students receiving instruction from volunteering student teachers were not included in the design. However, the perceptions of the four groups composed of student teachers, cooperating teachers, faculty consultants, and Faculty of Education instructors were used to overcome any bias which might otherwise have resulted.

C. DEVELOPMENT AND ADMINISTRATION OF THE INSTRUMENT

Development of the Task Statements

Data used in this study were collected by means of a questionnaire containing 53 major task statements. For reasons of clarity, pertinent introductory phrases for task statements that had several sections were not repeated for each task statement in the questionnaire. Therefore, these 53 major task statements comprise a total of 87 statements. These 87 statements purported to describe the tasks which a

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student teacher may perform during the course of his/her student teaching experience in Phases II or III of the practicum program, Faculty of Education, University of Alberta.

Specifically, the following procedure was used to develop the list of tasks. The list of student teacher tasks identified in Abelson's (1974) study, "A General Task-Oriented Teacher Competencies Checklist: Item Importance and Placement in Training as Judged by Prospective and Present Teachers", was scrutinized. Selection was based on Abelson's results, in particular how important the competency was viewed regarding mastery and the period when main emphasis should be placed upon learning the competency. Those competencies judged important for the student teaching practicum were selected. Thus, 71 competency statements were chosen from Abelson's list of 150 indicators. The task statements concerned the five areas of:

a. Learner Objectives, Readiness and Motivation (11 statements)
b. Teacher Roles and Pupil Interactions (9 statements)
c. Curriculum and Materials (19 statements)
d. Teaching Procedures (13 statements)
e. Pupil Behavior, Appraisal and Individualization (19 statements)

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Pilot Study

During the month of September, 1980, a pilot study composed of 71 task statements was conducted. Participants were active school teachers and administrators, former

teachers, principals and vice-principals enrolled in the graduate programs offered by the Department of Educational Administration, and student teachers enrolled in the Educational Administration 401 course ("The Role of the Teacher") taught by the investigator. These participants were asked to respond to the task statements using a five-point Likert scale (one considered to be low and five considered to be high) to rate the Importance of the Task to Student Teachers and Current Ability of Student Teachers to Perform the Task.

Respondents were asked to comment upon the design and content of the questionnaire. The results of this pilot study indicated that several changes in the design of the instrument were considered necessary. Respondents observed that the instrument included most of the observable tasks of student teaching. Rephrasing some task statements was necessary as these were perceived by respondents to be unclear and/or confusing. Several items, participants reported, had more than one response due to the fact that sub-parts within items could produce different responses. In addition, several items required rewording so that they described behaviors that could be observed. These changes were also incorporated. An example of such changes is:

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original statement: Is adept at formulating questions suited to a particular teaching purpose, such as to arouse interest, provide reassurance, stimulate creative

thought, or clarify a confusing idea.

reworded statement: Can formulate questions suited to such particular teaching purposes as:

a. arousing interest
b. providing reassurance
c. stimulating creative thought
d. clarifying confusing ideas

In the reworded statement, each sub-part (a, b, c, d) has an individual response section, whereas the original statement had only one response section.

Respondents suggested that the Likert scales be consistently placed opposite the first line of the task statement, and that sub-parts of task statements not carry over from one page of the questionnaire to the next. Several task statements were eliminated because respondents felt that they were inapplicable to the student teaching scene, being more applicable to the active on-the-job classroom teacher.

Reactions of respondents, orally or in written form, indicated that the process and information generated were of value. Respondent active teachers and administrators who were acquainted with the Phases II and III practicum programs pointed out that the involvement of participants by phase should be clarified as these programs reflected the use of different skills, abilities, behaviors, knowledge,

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and competencies. Incorporated into the questionnaire was a sixth column under Current Ability of Student Teachers to Perform the Task, because it was decided that in some cases student teachers could not be judged by prospective participants for(a)particular task(s). Hence, the "No Opinion" column was added. Also, respondents felt that provision for additional task statements should be included in case questionnaire participants felt that there were additional important tasks required of student teachers not included in the questionnaire.

Instrument

Data in the study were collected by means of an instrument containing 53 major task statements distributed among the following five areas of responsibility:

a. Learner Objectives, Readiness and Motivation (6 statements including 8 sub-parts)

b. Teacher Roles and Pupil Interactions (5 statements including 13 sub-parts)

c. Curriculum and Materials (13 statements including 20 sub-parts)

d. Teaching Procedures (13 statements including 16 sub-parts)

e. Pupil Behavior, Appraisal and Individualization (16 statements including 30 sub-parts)

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Respondents were asked to rate each statement twice: first, to rate the Importance of the Task for Student Teachers; and second, to rate the Current Ability of Student Teachers to Perform the Task. A five-point Likert scale was provided for each rating, low being one and high being five. An additional column entitled "No Opinion", column 6, was provided under the heading Current Ability of Student Teachers to Perform the Task. This column was to be used only in the event that an estimate could not be provided for a task statement in this section. Space at the end was provided for any additional important tasks of the Student Teacher not identified in the questionnaire.

Respondents were asked to indicated the group to which they belonged from the following positions:

a. Student Teacher
b. Cooperating Teacher
c. Faculty Consultant
d. University Education Faculty Instructor

In addition, respondents were asked their practicum program involvement:

a. Phase II (known as Ed. Pra. 200/202)
b. Phase III (known as Ed. Pra. 402)
c. Both Phases II and III

Questionnaires were coded prior to completion by the respondents to ensure accurate follow-up procedures where

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necessary. However, anonymity of respondents was respected by destroying all coding sheets once collection was completed in mid-December, 1980.

Administration of the Instrument

Distribution to student teachers and cooperating teachers occurred about mid-November, 1980, this being approximately two-thirds into the Phases II and III, Term I, practicum programs. Of the 25 elementary Edmonton Public School principals visited, 24 agreed to permit the voluntary enlistment of cooperating teachers and student teachers.

During the initial meeting with principals, the investigator presented each with a prepared package which contained sample covering letters to student teachers and cooperating teachers, permission from the School Board to conduct the study, information outlining the purposes and methodology of the study, and a copy of the questionnaire. Distribution and collection procedures were agreed upon. In some cases, the principal concerned volunteered to distribute questionnaires. In other cases, principals deemed the study sufficiently important to request the investigator to discuss personally the questionnaire with student teachers and cooperating teachers by group or on a one-to-one basis. In all cases, whether or not the referent groups were contacted personally, covering letters with explanations of the purposes of the study and research methodology accompanied the questionnaires in large manila

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envelopes addressed to each potential student teacher and cooperating teacher. On the date mutually agreed upon, generally one to two weeks later, the investigator returned to each school to collect completed questionnaires. Prior to these visits, each school was telephoned to remind principals of the collection date. Follow-up letters with self-addressed stamped envelopes and an additional copy of the questionnaire were left for those student teachers and cooperating teachers who had not completed the original questionnaire in time for pick-up. The cut-off date for receipt of completed questionnaires was established as one week following the termination of student teaching, about mid-December, 1980.

Distribution to faculty consultants and education faculty instructors occurred during the first week of November, 1980. A package containing a covering letter, and an explanation of the purposes of the study and research methodology accompanied each questionnaire distributed via the University of Alberta campus mail system. Follow-up procedures included telephone calls to respondents who could be reached on campus, and reminder letters sent during the first week of December, 1980. The cut-off date for receipt of questionnaires was also established for mid-December, 1980.

Covering letters to each of the sub-sample populations are provided in Appendix 3.

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D. STATISTICAL PROCEDURES AND PROGRAMS

This study involved the use of descriptive statistics, and thus means, standard deviations and T-scores (ordinarily known as Z-scores) were utilized. As Popham (1973:20) states:

> Measures such as the mean, median, and standard deviation in addition to economically describing data, can often sharpen teachers' perceptions of educational phenomena so that they can reach more insightful decisions regarding their instructional tasks.

The data collected from this study could assist the Division of Field Services to reach more insightful decisions regarding those competencies required by student teachers during their practicum experiences.

Responses from completed questionnaires were transferred to computer cards. A computer program using the Fortran IV language, was applied to extrapolate the necessary information for use in the Quadrant Assessment Model. This program had previously been used by Sanders (1980) and the Project ASK (Administrator Skills and Knowledge) team using the Quadrant Assessment Model in the Department of Educational Administration.

Two profiles were established from the responses obtained though use of the questionnaire. The first, or Ideal Profile, formed the first set of responses, and the second, or Real Profile, formed the second set of responses. The computer program processed the data generated by respondents in the following manner:

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a. Each respondent group was treated separately, thus 10 sets of profiles were generated.

b. A tabulation of the responses for each profile was made for each task statement to indicate the number of responses at each level of the one to five scale (one denoting low importance or low performance, and five denoting high importance or high performance).

c. A score for each task statement in each profile was tabulated by finding the mean score.

d. The scores for each statement in each profile generated in step c. were used to compute: (1) a mean score for the profile (a measurement of importance), and, (2) a standard deviation for statements in the profile (a measurement of consensus).

e. High -low values for each profile were determined by using the mean for each profile as the cut-off point.

f. The task statements were then separated into the four quadrants.

All items were considered. Quadrant placement and consensus of the quadrant placement of items by respondent groups were used to identify those tasks requiring pre-service and in-service inclusion in the University of Alberta Teacher Education Program.

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Task statements were placed in random order for the purposes of the questionnaire. Computer data referred to each task statement in this order. So that information would be presented more meaningfully, reference to the task statements in terms of Checklist of Tasks (Appendix 1) was substituted.

For example: Item 1 on the questionnaire was composed of two parts, "Can make effective educational use of: (a) teacher-made learning aids, (b) pupil-made learning aids." This task statement has been broken into two parts and is listed as statement numbers 18 and 19 under Curriculum and Materials (CM) in the Checklist of Tasks. Thus CM 18 reads "Can make effective educational use of teacher-made learning aids", and CM 19 reads "Can make effective educational use of pupil-made learning aids." All information regarding the task statements presented in the following chapters will be in terms of the presentation order in the Checklist of Tasks.

A transcription code to transfer the information is provided in Appendix 4.

E. LIMITATIONS

One additional limitation besides those included in Chapter 1 must be outlined. Information generated was relative and not absolute. Therefore, there was a possibility that "borderline" items have been placed in inappropriate quadrants. Referent groups and the Division of

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Field Services, Faculty of Education, may wish to discuss the quadrant placement of these "borderline" items prior to using the information.

F. SUMMARY

The research design used in this study was outlined in this chapter. The population, and development and administration of the instrument used in the study have been discussed and described. The chapter concluded with a description of the statistical programs applied in the analysis of the data generated by respondent groups.

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IV. PRESENTATION AND INTERPRETATION OF DATA GENERATED BY EACH RESPONDENT GROUP WITHIN EACH PRACTICUM PHASE PROGRAM

The data in this chapter were obtained from elementary cooperating teachers employed by the Edmonton Public School System; student teachers enrolled in the Faculty of Education, University of Alberta, who were supervised by these cooperating teachers; faculty consultants of the University of Alberta who supervised elementary student teachers in the city of Edmonton; and, education faculty instructors employed by the University of Alberta who taught elementary student teachers six weeks prior to student teaching. The Phases II and III Practicum Programs in which student teachers, cooperating teachers and faculty consultants were involved are coordinated through the Division of Field Services, Faculty of Education, University of Alberta.

The rate of response to the questionnaire is provided, and the findings of each respondent group within each Phase are presented and discussed separately. The focal point for presentation and discussion of the findings is upon the identification of task-oriented competencies required by student teachers. Thus, the information presented concentrates upon Quadrants 1 and 2 task statements.

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A. RATE OF RESPONSE TO THE RESEARCH INSTRUMENT

The central difficulty in the use of questionaires is the small rate of return. Travers (1964) states that ". . . a questionnaire of some interest to the recipient may be expected to show only a 20 percent return even when conditions are favourable. Only rarely does it reach the 40 percent level"(p.297). A response rate of 58% or higher was achieved from the groups included in this study. Table IV.1 summarizes the response to the research instrument. The rate of response from the two groups most directly involved (student teachers and cooperating teachers) in the student teaching programs of Phases II and III was in excess of 83%. These returns gave confidence that the perceptions of each respondent group were adequately represented.

Table IV.2 summarizes the rate of response to the survey instrument by group and phase of program. Tables IV.3 and IV.4 outline the rates of response to the survey instrument by faculty consultants and education faculty instructors respectively.

B. PRESENTATION OF DATA

The presentation of data for each respondent group within each phase followed the following format:

1. A QAM profile was drafted based upon perceptions of the group.
2. The mean scores for the Importance profile and the Performance profile are discussed.

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Table IV.1

Rate of Response to the Survey Instrument by Group

Group	Number in Group	Complete	Incomplete	Total
S.T.	105 (100%)	86 (81.9%)	2 (1.9%)	88 (83.8%)
C.T.	105 (100%)	90 (85.7%)	2 (1.9%)	92 (87.6%)
F.C.	30 (100%)	23 (76.7%)	1 (3.3%)	24 (79.9%)
F.I.	31 (100%)	17 (54.8%)	1 (3.2%)	18 (58%)
TOTAL	271 (100%)	216 (79.9%)	6 (2.2%)	222 (81.9%)

Table IV.2

Rate of Response to the Survey Instrument by Group and Phase

Group	Phase II	Phase III	Phases II & III	Total
S.T.	37	49	-	86
C.T.	38	52	-	90
F.C.	19	3	1	23
F.I.	7	3	7	17
TOTAL	101	107	8	216

Table IV.3

Rate of Response to the Survey Instrument by Faculty Consultants

Department	Number in Group	Responding Complete	Responding Incomplete
Ed. C.I.	11	10	1
Ed. Found.	7	6	0
Ed. Psych.	4	1	0
Ed. Admin.	8	6	0
TOTAL	30	23	1

Table IV.4

Rate of Response to the Survey Instrument by Faculty Instructors

Department	Number in Group	Responding Complete	Responding Incomplete
Ed. C.I.	14	6	1
Ed. Found.	4	1	0
Ed. Psych.	3	1	0
Ed. Admin.	10	9	0
TOTAL	31	17	1

3. An analysis of each quadrant for the percentage of task statements from each area of responsibility is presented and discussed.
4. Task statements from Quadrants 1 and 2 are outlined.

As Sanders (1980) outlines, ". . . the information contained in the Quadrant Assessment Profile is relative, not absolute. . . this differentiation is necessary for correct interpretation"(p.45, emphasis in original text). Task statements identified in Low Importance quadrants (Quadrant 3 and Quadrant 4) should not be considered as being unimportant but rather as being of lower importance than task statements located in higher importance quadrants (Quadrant 1 and Quadrant 2). In addition, by identifying task statements in the Low Performance quadrants (Quadrant 2 and Quadrant 3), one cannot conclude that these task statements are not being performed well in an absolute sense, but are not being performed as well as those tasks identified in High Performance quadrants (Quadrant 1 and Quadrant 4).

The task statements were not rank ordered within each quadrant as this researcher concurred with Sanders (1980:38) that rank ordering served no useful purpose for such a study as the one undertaken.

Importance and Performance means were used as the decision points to determine High-Low values for use in the placement of task-oriented competencies into the quadrants.

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For the purposes of brevity, task statements identified in this chapter and succeeding chapters are presented by abbreviation and number. The reader is referred to Appendix 1 (Inventory of Tasks) for wordings of task statements.

Data Generated By Phase II Student Teachers

A Quadrant Assessment Profile for Phase II elementary student teachers based upon the perceptions of responding Phase II elementary student teachers is presented as Table IV.5. The mean score for the rating of the Importance of the Task for Student Teachers was 4.457 which indicated the Phase II elementary student teachers perceived the majority of the tasks as being relatively important for the Phase II student teaching program. The mean score for the rating of the Current Ability of Student Teachers to Perform the Tasks was 3.688. This indicated that the elementary Phase II student teachers perceived themselves as being relatively competent in the performance of the tasks. The Performance mean was lower than the Importance mean and this was an indicator that areas for inservice or remediation during the preservice training would exist.

Elementary Phase II student teachers perceived 32 of the 87 task statements as being representative of Quadrant 1. Eighteen of the task statements were identified as having implications for inservice or remediation during preservice and were placed in Quadrant 2. Twenty-four task statements were placed in Quadrant 3 while only 13 of the task

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Table IV.5

QAM Profile for Phase II Elementary Student Teachers
(Based upon the Perceptions of 37 Phase II Elementary Student Teachers)

Quadrant 2 High Ideal - Low Real (18 items)			Quadrant 1 High Ideal - High Real (32 items)		
LORM 5	TP 1		LORM 6	TP 2	PBAI 2
LORM 8	TP 7		LORM 7	TP 3	PBAI 5
TRPI 8	TP 11		TRPI 1	TP 4	PBAI 7
TRPI 11	PBAI 3		TRPI 3	TP 5	PBAI 8
CM 7	PBAI 4		TRPI 4	TP 8	PBAI 13
CM 8	PBAI 10		TRPI 6	TP 9	PBAI 17
CM 9	PBAI 23		TRPI 9	TP 10	PBAI 19
CM 10			TRPI 10	TP 12	PBAI 20
CM 13			TRPI 12	TP 13	
CM 16			TRPI 13	TP 15	
CM 20			CM 2	TP 16	
			CM 3		
			CM 15		
Quadrant 3 Low Ideal - Low Real (24 items)			**Quadrant 4 Low Ideal - High Real (13 items)**		
LORM 1	TRPI 7	PBAI 6	LORM 4		
LORM 2	CM 1	PBAI 9	TRPI 2		
LORM 3	CM 6	PBAI 11	TRPI 5		
	CM 11	PBAI 15	CM 4		
	CM 12	PBAI 21	CM 5		
	CM 14	PBAI 22	CM 18		
	CM 17	PBAI 24	PBAI 1		
	CM 19	PBAI 25	PBAI 12		
	TP 6	PBAI 26	PBAI 14		
	TP 14	PBAI 27	PBAI 16		
		PBAI 28	PBAI 18		
			PBAI 29		
			PBAI 30		

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.457 X Real = 3.688

statements were located in Quadrant 4.

An analysis of the quadrant placement by elementary Phase II student teachers for the task statements from each area of responsibility (Table IV.6) revealed that the majority of tasks related to Teacher Roles and Pupil Interactions and Teaching Procedures were perceived as being relatively important. Task statements related to Learner Objectives, Readiness and Motivation were divided among quadrants of High and Low Importance. The majority of task statements related to Pupil Behavior, Appraisal and Individualization were perceived as being relatively unimportant.

Elementary Phase II student teachers perceived themselves as performing relatively well the majority of tasks related to Teacher Roles and Pupil Interactions, and Teaching Procedures. However, the majority of tasks concerning Learner Objectives, Readiness and Motivation, and Curriculum and Materials were perceived by this respondent group as not being performed relatively well. Task statements related to Pupil Behavior, Appraisal and Individualization were distributed among quadrants of High and Low Performance.

The 32 tasks perceived by Phase II student teachers as being important for and being performed relatively well in Phase II student teaching were:

LORM	6	TRPI	1	CM	2	TP	2	PBAI	2
LORM	7	TRPI	3	CM	3	TP	3	PBAI	5

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Table IV.6

Distribution by Quadrant Placement as Perceived By
Phase II Elementary Student Teachers for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 5)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	2	25	3	37	1	13
Teacher Roles and Pupil Interactions	13	8	62	2	15	1	8	2	15
Curriculum and Materials	20	3	15	7	35	7	35	3	15
Teaching Procedures	16	11	69	3	19	2	12	0	0
Pupil Behavior, Appraisal and Individualization	30	8	27	4	13	11	37	7	23
Total	87	32	37	18	21	24	28	13	15

TRPI 4	CM 15	TP 4	PBAI 7
TRPI 6		TP 5	PBAI 8
TRPI 9		TP 8	PBAI 13
TRPI 10		TP 9	PBAI 17
TRPI 12		TP 10	PBAI 19
TRPI 13		TP 12	PBAI 20
		TP 13	
		TP 15	
		TP 16	

The 18 tasks perceived by Phase II elementary student teachers as having implications for inservice or remediation during preserivce teacher training were:

LORM 5	TRPI 8	CM 7	TP 1	PBAI 3
LORM 8	TRPI 11	CM 8	TP 7	PBAI 4
		CM 9	TP 11	PBAI 10
		CM 10		PBAI 23
		CM 13		
		CM 16		
		CM 20		

From the data based upon the perceptions of Phase II elementary student teachers, the majority of task-oriented competencies required by Phase II elementary student teachers during the practicum experience were drawn from Teaching Procedures and Teacher Roles and Pupil Interactions.

Data Generated By Phase II Cooperating Teachers

A Quadrant Assessment Profile for Phase II elementary student teachers based upon the perceptions of Phase II cooperating teachers is presented as Table IV.7. A mean of 4.104 for the rating of Importance of the Tasks indicates that Phase II cooperating teachers have perceived the tasks as having relatively high importance for the Phase II elementary student teacher. A mean of 3.317 for the rating

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Table IV.7

QAM Profile for Phase II Elementary Student Teachers
(Based upon the Perceptions of 38 Phase II Elementary Cooperating Teachers)

Quadrant 2 High Ideal - Low Real (11 items)	Quadrant 1 High Ideal - High Real (40 items)
LORM 4 LORM 8 TRPI 8 CM 8 TP 1 TP 3 TP 10 TP 11 PBAI 4 PBAI 6 PBAI 15	LORM 7, CM 2, TP 13 TRPI 1, CM 6, TP 15 TRPI 2, CM 7, TP 16 TRPI 3, CM 15, PBAI 1 TRPI 4, CM 16, PBAI 2 TRPI 5, CM 18, PBAI 3 TRPI 6, TP 2, PBAI 5 TRPI 7, TP 4, PBAI 7 TRPI 9, TP 5, PBAI 8 TRPI 10, TP 7, PBAI 13 TRPI 11, TP 8, PBAI 14 TRPI 12, TP 9, PBAI 16 TRPI 13, TP 12, PBAI 29 PBAI 30
Quadrant 3 **Low Ideal - Low Real** **(28 items)**	**Quadrant 4** **Low Ideal - High Real** **(8 items)**
LORM 1, TP 6 LORM 2, TP 14 LORM 3, PBAI 9 LORM 5, PBAI 11 LORM 6, PBAI 12 CM 1, PBAI 18 CM 3, PBAI 21 CM 9, PBAI 22 CM 10, PBAI 23 CM 11, PBAI 24 CM 13, PBAI 25 CM 14, PBAI 26 CM 20, PBAI 27 PBAI 28	CM 4 CM 5 CM 17 CM 19 PBAI 10 PBAI 17 PBAI 19 PBAI 20

Code:
LORM - Learner Objectives, Readiness and Motivation
TRPI - Teacher Roles and Pupil Interactions
CM - Curriculum and Materials
TP - Teaching Procedures
PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.104 X Real = 3.317

Ability to Perform the Task suggests that Phase II cooperating teachers perceived Phase II student teachers as performing their jobs fairly well, however not as well as expected by the importance of the task. This would imply that there are some tasks which require remediation activities during preservice.

Phase II cooperating teachers perceived Phase II student teachers as addressing more than three-quarters (77%) of the 87 tasks in a manner appropriate to the performance implied by the importance of the task. This was indicated by the placement of 40 task statements in Quadrant 1 and 28 task statements in Quadrant 3. Phase II cooperating teachers considered Teacher Roles and Pupil Interactions as being highly important, with Teaching Procedures also being important. Pupil Behavior, Appraisal and Individualization skills were divided amongst High and Low Importance quadrants. Tasks in Learner Objectives, Readiness and Motivation, and Curriculum and Materials were considered of Low Importance. This is evidenced in Table IV.8.

Phase II cooperating teachers felt that Phase II student teachers were high in ability to perform tasks in Teacher Roles and Pupil Interactions, and Teaching Procedures, and low in Learner Objectives, Readiness and Motivation. Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization performance skills were distributed among High and Low quadrants.

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Table IV.8

Distribution by Quadrant Placement as Perceived By
Phase II Elementary Cooperating Teachers for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 7)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	1	12	2	25	5	62	0	0
Teacher Roles and Pupil Interactions	13	12	92	1	7	0	0	0	0
Curriculum and Materials	20	6	30	1	5	9	45	4	20
Teaching Procedures	16	10	62	4	25	2	12	0	0
Pupil Behavior, Appraisal and Individualization	30	11	36	3	10	12	40	4	13
Total	87	40	45	11	12	28	32	8	9

Based upon the perceptions of Phase II cooperating teachers, 51 of the 87 tasks were considered highly important to Phase II elementary student teacher preservice training.

The 40 tasks perceived by Phase II cooperating teachers as being necessary in importance and performance for Phase II elementary student teaching were:

LORM 7	TRPI 1	CM 2	TP 2	PBAI 1
	TRPI 2	CM 6	TP 4	PBAI 2
	TRPI 3	CM 7	TP 5	PBAI 3
	TRPI 4	CM 15	TP 7	PBAI 5
	TRPI 5	CM 16	TP 8	PBAI 7
	TRPI 6	CM 18	TP 9	PBAI 8
	TRPI 7		TP 12	PBAI 13
	TRPI 10		TP 13	PBAI 14
	TRPI 11		TP 15	PBAI 16
	TRPI 12		TP 16	PBAI 29
	TRPI 13			PBAI 30

The 11 task statements perceived by Phase II cooperating teachers as having implications for remediation during preservice teacher training were:

LORM 4	TRPI 8	CM 8	TP 1	PBAI 4
LORM 8			TP 3	PBAI 6
			TP 10	PBAI 15
			TP 11	

From the data based upon the perceptions of Phase II cooperating teachers, the majority of task-oriented competencies required by Phase II elementary student teachers during the practicum experience were drawn from Teacher Roles and Pupil Interactions, and Teaching Procedures.

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Data Generated By Phase II Faculty Consultants

A Quadrant Assessment Profile for Phase II elementary student teachers based upon the perceptions of Phase II faculty consultants is presented as Table IV.9. The mean score for the rating of the Importance of the Task for Student Teachers was 4.187 which indicated that Phase II faculty consultants perceived the majority of tasks as being relatively important for the student teacher to perform. The mean score for the rating of Current Ability of Student Teachers to Peform the Task was 2.791. This indicated that Phase II faculty consultants perceived Phase II elementary student teachers as performing the tasks below expectations, and that remediation during preservice would be required.

Phase II faculty consultants perceived Phase II student teachers as addressing over 57% of the tasks with performance appropriate to the importance of the tasks. This was indicated by the placement of 25 task statements in each of Quadrants 1 and 3. Of the remaining 37 task statements, 26 were placed in Quadrant 2, and 11 were placed in Quadrant 4.

An analysis of the quadrant placement by Phase II faculty consultants of the task statements from each area of responsibility (Table IV.10) revealed that these faculty consultants perceived the majority of tasks related to Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization to be relatively important for Phase II student teachers. The

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Table IV.9

QAM Profile for Phase II Elementary Student Teachers
(Based upon the Perceptions of 19 Phase II Faculty Consultants)

Quadrant 2 High Ideal - Low Real (26 items)	Quadrant 1 High Ideal - High Real (25 items)
TRPI 6 TRPI 7 CM 7 CM 8 CM 9 CM 10 CM 13 TP 1 TP 4 TP 5 TP 10 TP 11 TP 13 TP 16 PBAI 2 PBAI 4 PBAI 13 PBAI 14 PBAI 15 PBAI 16 PBAI 23 PBAI 24 PBAI 25 PBAI 26 PBAI 29 PBAI 30	LORM 7 LORM 8 TRPI 2 TRPI 4 TRPI 9 TRPI 10 TRPI 11 TRPI 12 TRPI 13 CM 3 CM 16 TP 2 TP 3 TP 8 TP 9 TP 12 TP 15 PBAI 5 PBAI 7 PBAI 8 PBAI 12 PBAI 17 PBAI 18 PBAI 19 PBAI 20
Quadrant 3 **Low Ideal - Low Real** **(25 items)**	**Quadrant 4** **Low Ideal - High Real** **(11 items)**
LORM 3 LORM 4 LORM 5 LORM 6 TRPI 8 CM 1 CM 5 CM 6 CM 11 CM 12 CM 14 CM 19 CM 20 TP 6 TP 14 PBAI 1 PBAI 3 PBAI 6 PBAI 9 PBAI 10 PBAI 11 PBAI 21 PBAI 22 PBAI 27 PBAI 28	LORM 1 LORM 2 TRPI 1 TRPI 3 TRPI 5 CM 2 CM 4 CM 15 CM 17 CM 18 TP 7

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.187 X Real = 2.791

Table IV.10

Distribution by Quadrant Placement as Perceived By
Phase II Faculty Consultants for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 9)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	0	0	4	50	2	25
Teacher Roles and Pupil Interactions	13	7	53	2	15	1	7	3	23
Curriculum and Materials	20	2	10	5	25	8	40	5	25
Teaching Procedures	16	6	37	7	43	2	12	1	6
Pupil Behavior, Appraisal and Individualization	30	8	26	12	40	10	33	0	0
Total	87	25	28	26	29	25	28	11	12

majority of tasks related to Learner Objectives, Readiness and Motivation, and Curriculum and Materials were perceived by Phase II faculty consultants as being of relatively low importance.

Phase II faculty consultants perceived Phase II elementary student teachers as performing relatively well the majority of tasks related to Teacher Roles and Pupil Interactions. The majority of tasks related to Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were placed in Low Performance quadrants. Tasks related to Learner Objectives, Readiness and Motivation, and Teaching Procedures were divided among quadrants of High and Low Performance.

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Phase II faculty consultants perceived tasks concerning Learner Objectives, Readiness and Motivation as holding no implications for remediation during preservice training for Phase II student teachers.

On the basis of the perceptions of Phase II faculty consultants, the 25 tasks considered necessary in importance and performance for Phase II elementary student teaching were:

LORM 7	TRPI 2	CM 3	TP 2	PBAI 5
LORM 8	TRPI 4	CM 16	TP 3	PBAI 7
	TRPI 9		TP 8	PBAI 8
	TRPI 10		TP 9	PBAI 12
	TRPI 11		TP 12	PBAI 17
	TRPI 12		TP 15	PBAI 18
	TRPI 13			PBAI 19
				PBAI 20

The 26 tasks perceived by Phase II faculty consultants as having implications for remediation during preservice training were:

TRPI 6	CM 7	TP 1	PBAI 2
TRPI 7	CM 8	TP 4	PBAI 4
	CM 9	TP 5	PBAI 13
	CM 10	TP 10	PBAI 14
	CM 13	TP 11	PBAI 15
		TP 13	PBAI 16
		TP 16	PBAI 23
			PBAI 24
			PBAI 25
			PBAI 26
			PBAI 29
			PBAI 30

From the data based upon the perceptions of Phase II faculty consultants, the majority of task-oriented competencies required by Phase II student teachers during the practicum experience were drawn from Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization.

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Data Generated By Phase II Education Faculty Instructors

A Quadrant Assessment Profile for Phase II elementary student teachers based upon the perceptions of Phase II education faculty instructors is presented as Table IV.11. A mean score of 4.094 for the rating of Importance of the Task for Student Teachers indicated the relatively high importance Phase II education faculty instructors perceived the tasks for Phase II student teachers. A mean score of 2.961 for the rating of Current Ability of Student Teachers to Perform the Task indicated that Phase II education

Table IV.11

QAM Profile for Phase II Elementary Student Teachers
(Based upon the Perceptions of Seven Phase II Faculty Instructors)

Quadrant 2 High Ideal - Low Real (22 items)		Quadrant 1 High Ideal - High Real (27 items)	
TRPI 7	PBAI 3	LORM 7	TP 2
TRPI 8	PBAI 6	LORM 8	TP 4
CM 6	PBAI 7	TRPI 2	TP 8
CM 7	PBAI 8	TRPI 4	TP 9
CM 8	PBAI 13	TRPI 6	TP 11
CM 9	PBAI 15	TRPI 9	TP 12
CM 10	PBAI 16	TRPI 10	TP 15
TP 1	PBAI 24	TRPI 11	PBAI 1
TP 5	PBAI 25	TRPI 12	PBAI 2
TP 10	PBAI 26	TRPI 13	PBAI 4
TP 13		CM 2	PBAI 5
TP 16		CM 3	PBAI 12
		CM 13	PBAI 14
		CM 16	
Quadrant 3 Low Ideal - Low Real (20 items)		**Quadrant 4 Low Ideal - High Real (18 items)**	
CM 4	PBAI 9	LORM 1	PBAI 11
CM 5	PBAI 10	LORM 2	PBAI 17
CM 11	PBAI 18	LORM 3	PBAI 29
CM 12	PBAI 19	LORM 4	PBAI 30
CM 14	PBAI 20	LORM 5	
CM 20	PBAI 21	LORM 6	
TP 3	PBAI 22	TRPI 1	
TP 6	PBAI 23	TRPI 3	
CM 7	PBAI 27	TRPI 5	
CM 12	PBAI 28	CM 1	
		CM 15	
		CM 17	
		CM 18	
		CM 19	

Code:
LORM - Learner Objectives, Readiness and Motivation
TRPI - Teacher Roles and Pupil Interactions
CM - Curriculum and Materials
TP - Teaching Procedures
PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.094 X Real = 2.961

faculty instructors perceived Phase II elementary student teachers as performing their jobs not as well as could be expected, and that remediation during preservice would be required.

Phase II education faculty instructors perceived Phase II student teachers as addressing just more than half (54%) of the tasks with performance to the importance of the task. This was indicated by the placement of 27 task statements in Quadrant 1 and 20 task statements in Quadrant 3. Of the remaining 40 tasks, 22 were placed in Quadrant 2 and 18 in Quadrant 4.

An analysis of the quadrant placement by Phase II education faculty instructors of the task statements from each area of responsibility (Table IV.12) revealed that the majority of task statements related to Teacher Roles and Pupil Interaction, and Teaching Procedures were perceived to be relatively important. Tasks related to Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were distributed among quadrants of High and Low Importance. The majority of tasks related to Learner Objectives, Readiness and Motivation were perceived by Phase II education faculty instructors as relatively unimportant for Phase II elementary student teachers.

Phase II education faculty instructors perceived Phase II elementary student teachers as performing well all the tasks related to Learner Objectives, Readiness and Motivation, and Teacher Roles and Pupil Interactions. Tasks

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Table IV.12

Distribution by Quadrant Placement as Perceived By
Phase II Faculty Instructors for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 11)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	0	0	0	0	6	75
Teacher Roles and Pupil Interactions	13	8	61	2	15	0	0	3	23
Curriculum and Materials	20	4	20	5	25	6	30	5	25
Teaching Procedures	16	7	43	5	31	4	30	0	0
Pupil Behavior, Appraisal and Individualization	30	6	20	10	33	10	33	4	13
Total	87	27	31	22	25	20	22	18	20

related to Curriculum and Materials were divided among quadrants of High and Low Performance. The majority of tasks related to Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were perceived by Phase II education faculty instructors as being in quadrants of Low Ability.

Phase II education faculty instructors perceived Learner Objectives, Readiness and Motivation as holding no implications for remediation during preservice training for Phase II elementary student teachers.

On the basis of the perceptions of Phase II education faculty instructors, the 27 task statements considered necessary in importance and performance for Phase II elementary student teaching were:

LORM 7	TRPI 2	CM 2	TP 2	PBAI 1
LORM 8	TRPI 4	CM 3	TP 4	PBAI 2
	TRPI 6	CM 13	TP 8	PBAI 4
	TRPI 9	CM 16	TP 9	PBAI 5
	TRPI 10		TP 11	PBAI 12
	TRPI 11		TP 12	PBAI 14
	TRPI 12		TP 15	
	TRPI 13			

The 22 task statments perceived by Phase II education faculty instructors as having implications for remediation during preservice teacher training were:

TRPI 7	CM 6	TP 1	PBAI 3
TRPI 8	CM 7	TP 5	PBAI 6
	CM 8	TP 10	PBAI 7
	CM 9	TP 13	PBAI 8
	CM 10	TP 16	PBAI 13
			PBAI 15
			PBAI 16
			PBAI 24

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PBAI 25
PBAI 26

From the data based upon the perceptions of Phase II education faculty instructors, the majority of task-oriented competencies required by Phase II elementary student teachers during the practicum experience were drawn from Teacher Roles and Pupil Interactions, and Teaching Procedures.

Data Generated By Phase III Elementary Student Teachers

A Quadrant Assessment Profile for Phase II elementary student teachers based upon the perceptions of 49 respondent elementary Phase III student teachers is presented as Table IV.13. The mean score for the rating of the Importance of the Task for Student Teachers was 4.455 which indicated the elementary Phase III student teachers perceived the majority of the tasks are relatively important for the Phase II student teaching program. The mean score for the rating of the Current Ability of Student Teachers to Perform the Task was 3.673. This indicated that the elementary Phase III student teachers perceived themselves as being relatively competent in the performance of the tasks. The Performance mean was lower than the Importance mean and this was an indicator that areas for inservice remediation during preservice training would exist.

Elementary Phase III student teachers perceived 37 of the 87 tasks as being representative of Quadrant 1. Fifteen of the tasks were identified as having implications for

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Table IV.13

QAM Profile for Phase III Elementary Student Teachers
(Based upon the Perceptions of 49 Phase III Elementary Student Teachers)

Quadrant 2 High Ideal - Low Real (15 items)			Quadrant 1 High Ideal - High Real (37 items)		
TRPI 8	TP 2		LORM 7	CM 13	PBAI 2
CM 8	TP 3		LORM 8	CM 16	PBAI 5
CM 10	TP 5		TRPI 2	CM 17	PBAI 7
	TP 11		TRPI 3	TP 1	PBAI 8
	PBAI 1		TRPI 4	TP 4	PBAI 10
	PBAI 2		TRPI 6	TP 8	PBAI 16
	PBAI 4		TRPI 7	TP 10	PBAI 17
	PBAI 6		TRPI 9	TP 12	PBAI 18
	PBAI 23		TRPI 10	TP 13	PBAI 19
	PBAI 24		TRPI 11	TP 15	PBAI 20
	PBAI 25		TRPI 12	TP 16	PBAI 29
	PBAI 30		TRPI 13		
			CM 3		
			CM 6		
			CM 7		
Quadrant 3 Low Ideal - Low Real (23 items)			Quadrant 4 Low Ideal - High Real (12 items)		
LORM 1	TP 6		LORM 4	PBAI 12	
LORM 2	TP 7		LORM 5	PBAI 14	
LORM 3	TP 14		CM 1		
LORM 6	PBAI 9		CM 2		
CM 5	PBAI 11		CM 4		
CM 9	PBAI 13		CM 15		
CM 11	PBAI 15		CM 18		
CM 12	PBAI 21		TP 9		
CM 14	PBAI 22		TRPI 1		
CM 19	PBAI 26		TRPI 5		
CM 20	PBAI 27				
	PBAI 28				

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.455 X Real = 3.673

inservice remediation during preservice training and were placed in Quadrant 2. Twenty-three tasks were placed in Quadrant 3 while only 12 of the tasks were located in Quadrant 4.

An analysis of the quadrant placement by elementary Phase III student teachers for the task statements from each area of responsibility (Table IV.14) revealed that the majority of tasks related to Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were perceived as being relatively important. The majority of tasks related to Learner Objectives, Readiness and Motivation, and Curriculum and Materials were perceived as being relatively unimportant.

Elementary Phase III student teachers perceived themselves as performing relatively well the majority of tasks related to Teacher Roles and Pupil Interactions. Tasks related to Learner Objectives, Readiness and Motivation , Curriculum and Materials, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were distributed among quadrants of High and Low Performance.

The 37 tasks statements perceived by Phase III elementary student teachers as being important for and being performed relatively well in Phase III student teaching were:

LORM	7	TRPI	2	CM	3	TP	1	PBAI	2
LORM	8	TRPI	3	CM	6	TP	4	PBAI	5

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Table IV.14

Distribution by Quadrant Placement as Perceived By
Phase III Elementary Student Teachers for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 13)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	0	0	4	50	2	25
Teacher Roles and Pupil Interactions	13	10	77	1	8	0	0	2	15
Curriculum and Materials	20	6	30	2	10	7	35	5	25
Teaching Procedures	16	8	50	4	25	3	18	1	6
Pupil Behavior, Appraisal and Individualization	30	11	36	8	26	9	30	2	6
Total	87	37	42	15	17	23	26	12	13

TRPI 4	CM 7	TP 8	PBAI 7
TRPI 6	CM 13	TP 10	PBAI 8
TRPI 7	CM 16	TP 12	PBAI 10
TRPI 9	CM 17	TP 13	PBAI 16
TRPI 10		TP 15	PBAI 17
TRPI 11		TP 16	PBAI 18
TRPI 12			PBAI 19
TRPI 13			PBAI 20
			PBAI 29

The 15 task statements perceived by Phase III elementary student teachers as having implications for remediation during preservice teacher training were:

TRPI 8	CM 8	TP 2	PBAI 1
	CM 10	TP 3	PBAI 2
		TP 5	PBAI 4
		TP 11	PBAI 6
			PBAI 23
			PBAI 24
			PBAI 25
			PBAI 30

From the data based upon the perceptions of Phase III elementary student teachers, the majority of task-oriented competencies required by Phase III elementary student teachers during the practicum experience were drawn from Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization.

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Data Generated By Phase III Cooperating Teachers

A Quadrant Assessment Profile for Phase III elementary student teachers based upon the perceptions of Phase III elementary cooperating teachers is presented as Table IV.15. A mean of 4.434 for the rating of Importance of the Tasks indicates that Phase III cooperating teachers have perceived the tasks as having relatively high importance for the Phase

Table IV.15

QAM Profile for Phase III Elementary Student Teachers
(Based upon the Perceptions of 52 Phase III Elementary Cooperating Teachers)

Quadrant 2 High Ideal - Low Real (15 items)	Quadrant 1 High Ideal - High Real (32 items)
TRPI 7, PBAI 3 TRPI 8, PBAI 4 TRPI 10, PBAI 14 CM 6, PBAI 23 CM 8, PBAI 29 TP 1 TP 5 TP 10 TP 11 TP 13	LORM 2, TRPI 13, PBAI 2 LORM 3, CM 3, PBAI 7 LORM 4, CM 7, PBAI 8 LORM 5, CM 15, PBAI 12 LORM 7, CM 16, PBAI 13 LORM 8, CM 17 TRPI 1, CM 18 TRPI 2, TP 2 TRPI 3, TP 8 TRPI 4, TP 12 TRPI 5, TP 15 TRPI 6, TP 16 TRPI 9 TRPI 11 TRPI 12
Quadrant 3 **Low Ideal - Low Real** **(29 items)**	**Quadrant 4** **Low Ideal - High Real** **(11 items)**
LORM 6, PBAI 5 CM 4, PBAI 6 CM 5, PBAI 9 CM 9, PBAI 11 CM 10, PBAI 15 CM 11, PBAI 20 CM 12, PBAI 21 CM 14, PBAI 22 CM 19, PBAI 24 TP 3, PBAI 25 TP 4, PBAI 26 TP 6, PBAI 27 TP 7, PBAI 28 TP 9, PBAI 30 TP 14	LORM 1 CM 1 CM 2 CM 13 CM 20 PBAI 1 PBAI 10 PBAI 16 PBAI 17 PBAI 18 PBAI 19

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.434 X Real = 3.663

III elementary student teacher. A mean of 3.663 for the rating Ability to Perform the Task suggests that Phase III cooperating teachers perceived Phase III elementary student teachers as performing their jobs fairly well, however not as well as expected by the importance of the task. This would imply that there are some tasks which require remediation activities during preservice.

Phase III cooperating teachers perceived Phase III student teachers as addressing 61 of the 87 tasks in a manner appropriate to the performance implied by the importance of the task. This was indicated by the placement of 32 task statements in Quadrant 1 and 29 task statements in Quadrant 3. Phase III cooperating teachers considered all tasks under Teacher Roles and Pupil Interactions to be highly important with Learner Objectives, Readiness and Motivation, and Teaching Procedures also being important. Tasks in Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were considered of Lower Importance. This is evidenced in Table IV.16.

Phase III cooperating teachers felt that Phase III elementary student teachers were high in ability to perform tasks in Learner Objectives, Readiness and Motivation, and Teacher Roles and Pupil Interactions. Curriculum and Materials skills were distributed among High and Low Performance Quadrants. Phase III cooperating teachers felt that Phase III elementary student teachers were low in ability to perform tasks in Teaching Procedures, and Pupil

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Table IV.16

Distribution by Quadrant Placement as Perceived By
Phase II Elementary Cooperating Teachers for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 15)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	6	75	0	0	1	12	1	12
Teacher Roles and Pupil Interactions	13	10	77	3	23	0	0	0	0
Curriculum and Materials	20	6	30	2	10	8	40	4	20
Teaching Procedures	16	5	31	5	31	6	38	0	0
Pupil Behavior, Appraisal and Individualization	30	5	17	5	17	14	47	6	20
Total	87	32	37	15	17	29	33	11	13

Behavior, Appraisal and Individualization.

Based upon the perceptions of Phase III cooperating teachers, 47 of the 87 tasks were considered highly important to Phase III elementary student teacher preservice training.

The 32 tasks perceived by Phase III cooperating teachers as being necessary in importance and performance for Phase III elementary student teaching were:

LORM 2	TRPI 1	CM 3	TP 2	PBAI 2
LORM 3	TRPI 2	CM 7	TP 8	PBAI 7
LORM 4	TRPI 3	CM 15	TP 12	PBAI 8
LORM 5	TRPI 4	CM 16	TP 15	PBAI 12
LORM 7	TRPI 5	CM 17	TP 16	PBAI 13
LORM 8	TRPI 6	CM 18		
	TRPI 9			
	TRPI 11			
	TRPI 12			
	TRPI 13			

The 15 tasks perceived by Phase III cooperating teachers as having implications for remediation during preservice teacher training were:

TRPI 7	CM 6	TP 1	PBAI 3
TRPI 8	CM 8	TP 5	PBAI 4
TRPI 10		TP 10	PBAI 14
		TP 11	PBAI 23
		TP 13	PBAI 29

From the data based upon the perceptions of Phase III cooperating teachers, the majority of task-oriented competencies required by Phase III elementary student teachers during the practicum expereince were drawn from Teacher Roles and Pupil Interactions, Learner Objectives, Readiness and Motivation, and Teaching Procedures.

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Data Generated By Phase III Faculty Consultants

A Quadrant Assessment Profile for Phase III elementary student teachers based upon the perceptions of Phase III faculty consultants is presented as Table IV.17. The mean score for the rating of the Importance of the Task for Student Teachers was 4.257 which indicated that Phase III faculty consultants perceived the majority of tasks as being relatively important for the student teacher to perform. The mean score for the rating of Current Ability of Student Teachers to Perform the Task was 3.337. This indicated that Phase III faculty consultants perceived Phase III elementary student teachers as performing the tasks below expectations, and that inservice remediation during preservice would be required.

Phase III faculty consultants perceived Phase III student teachers as addressing approximately 39% of the tasks with performance appropriate to the importance of the task. This was indicated by the placement of 20 task statements in Quadrant 1 and 14 in Quadrant 3. Of the remaining 53 task statements, 40 were placed in Quadrant 2, and 13 were placed in Quadrant 4.

An analysis of the quadrant placement by Phase III faculty consultants of the task statements from each area of responsibility (Table IV.18) revealed that these faculty consultants perceived the majority of task statements related to Learner Objectives, Readiness and Motivation, Teacher Roles and Pupil Interactions, Teaching Procedures,

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Table IV.17

QAM Profile for Phase III Elementary Student Teachers
(Based upon the Perceptions of 3 Faculty Consultants)

Quadrant 2 High Ideal - Low Real (40 items)			Quadrant 1 High Ideal - High Real (20 items)	
LORM 1	TP 3	PBAI 14	LORM 5	TP 1
LORM 2	TP 4	PBAI 16	LORM 7	TP 2
LORM 3	TP 5	PBAI 17	TRPI 2	TP 8
LORM 6	TP 9	PBAI 18	TRPI 3	TP 10
TRPI 1	TP 13	PBAI 19	TRPI 6	TP 11
TRPI 4	TP 15	PBAI 20	TRPI 9	TP 12
TRPI 7	PBAI 1	PBAI 23	TRPI 10	PBAI 10
TRPI 8	PBAI 2	PBAI 24	TRPI 13	PBAI 15
CM 7	PBAI 3	PBAI 25	CM 2	
CM 12	PBAI 4	PBAI 26	CM 11	
CM 13	PBAI 5	PBAI 27	CM 15	
CM 18	PBAI 6	PBAI 28	CM 16	
	PBAI 7			
	PBAI 8			
Quadrant 3 Low Ideal - Low Real (14 items)			Quadrant 4 Low Ideal - High Real (13 items)	
LORM 8	PBAI 11		LORM 4	PBAI 9
CM 1	PBAI 13		TRPI 5	PBAI 12
CM 8	PBAI 21		TRPI 11	
CM 9	PBAI 22		TRPI 12	
CM 19			CM 3	
CM 20			CM 4	
TP 6			CM 5	
TP 7			CM 6	
TP 14			CM 10	
TP 16			CM 14	
			CM 17	

Code:
LORM - Learner Objectives, Readiness and Motivation
TRPI - Teacher Roles and Pupil Interactions
CM - Curriculum and Materials
TP - Teaching Procedures
PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.257 X Real = 3.337

Table IV.18

Distribution by Quadrant Placement as Perceived By Phase III Faculty Consultants for the Task Statements Within Each Area of Responsibility

(Information Extracted from Table 17)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	4	50	1	12	1	12
Teacher Roles and Pupil Interactions	13	6	46	4	31	0	0	3	23
Curriculum and Materials	20	4	20	4	20	5	25	0	0
Teaching Procedures	16	6	38	6	38	4	25	0	0
Pupil Behavior, Appraisal and Individualization	30	2	7	22	73	4	13	2	7
Total	87	20	23	40	46	14	16	13	15

and Pupil Behavior, Appraisal and Individualization to be relatively important for Phase III student teachers. The majority of tasks related to Curriculum and Materials were perceived by Phase III faculty consultants as being of relatively low importance. Phase III faculty consultants perceived Phase III elementary student teachers as performing relatively well the majority of tasks related to Teacher Roles and Pupil Interactions. The majority of tasks related to Learner Objectives, Readiness and Motivation, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were placed in Low Performance quadrants. Tasks related to Teacher Roles and Pupil Interactions, and Curriculum and Materials were divided among quadrants of High and Low Performance.

Phase III faculty consultants perceived 40 of the 87 tasks as holding implications for remediation during preservice training for Phase III elementary student teachers.

On the basis of the perceptions of Phase III faculty consultants, the 20 tasks considered necessary in importance and performance for Phase III elementary student teaching were:

LORM 5	TRPI 2	CM 2	TP 1	PBAI 10
LORM 7	TRPI 3	CM 11	TP 2	PBAI 15
	TRPI 6	CM 15	TP 8	
	TRPI 9	CM 16	TP 10	
	TRPI 10		TP 11	
	TRPI 13		TP 12	

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The 40 tasks perceived by Phase III faculty consultants as having implications for remediation during preservice training were:

LORM 1	TRPI 1	CM 7	TP 3	PBAI 1	PBAI 17
LORM 2	TRPI 4	CM 12	TP 4	PBAI 2	PBAI 18
LORM 3	TRPI 7	CM 13	TP 5	PBAI 3	PBAI 19
LORM 6	TRPI 8	CM 18	TP 9	PBAI 4	PBAI 20
			TP 13	PBAI 5	PBAI 23
			TP 15	PBAI 6	PBAI 24
				PBAI 7	PBAI 25
				PBAI 8	PBAI 26
				PBAI 14	PBAI 27
				PBAI 16	PBAI 28

From the data based upon the perceptions of Phase III faculty consultants, the majority of task-oriented competencies required by Phase III student teachers during the practicum experience were drawn from all areas of responsibility except Curriculum and Materials.

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Data Generated By Phase III Education Faculty Instructors

A Quadrant Assessment Profile for Phase III elementary student teachers based upon the perceptions of education faculty instructors who taught Phase III student teachers is presented as Table IV.19. A mean score of 4.287 for the rating of Importance of the Task for STudent Teachers indicated the relatively high importance these education faculty instructors perceived the tasks for Phase III elementary student teachers. A mean score of 2.952 for the rating of Current Ability of Student Teachers to Perform the Task indicated that education faculty instructors of Phase III elementary student teachers perceived Phase III

Table IV.19

QAM Profile for Phase III Elementary Student Teachers
(Based upon the Perceptions of Three Education Faculty Instructors)

Quadrant 2 High Ideal - Low Real (21 items)	Quadrant 1 High Ideal - High Real (39 items)
TRPI 8 CM 6 TP 3 TP 7 TP 15 TP 16 PBAI 5 PBAI 6 PBAI 12 PBAI 14 PBAI 15 PBAI 16 PBAI 18 PBAI 19 PBAI 20 PBAI 23 PBAI 24 PBAI 25 PBAI 26 PBAI 27 PBAI 28	LORM 6 LORM 7 LORM 8 TRPI 1 TRPI 2 TRPI 3 TRPI 4 TRPI 6 TRPI 9 TRPI 10 TRPI 11 TRPI 12 CM 1 CM 2 CM 3 CM 7 CM 8 CM 9 CM 10 CM 13 TP 2 TP 4 TP 5 TP 8 TP 9 TP 10 TP 11 TP 12 TP 13 PBAI 2 PBAI 3 PBAI 4 PBAI 7 PBAI 8 PBAI 10 PBAI 13 PBAI 17 PBAI 29 PBAI 30
Quadrant 3 Low Ideal - Low Real (13 items)	**Quadrant 4 Low Ideal - High Real (14 items)**
LORM 1 LORM 2 LORM 3 LORM 4 TRPI 7 TRPI 13 CM 11 CM 12 CM 19 TP 1 PBAI 1 PBAI 21 PBAI 22	LORM 5 TRPI 5 CM 4 CM 5 CM 14 CM 15 CM 16 CM 17 CM 18 CM 20 TP 6 TP 14 PBAI 9 PBAI 11

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.287 X Real = 2.952

elementary student teachers as performing their jobs not as well as could be expected, and that remediation during preservice would be required.

Phase III education faculty instructors perceived Phase III student teachers as addressing 52 of the 87 tasks with performance to the importance of the task. This was indicated by the placement of 39 task statements in Quadrant 1 and 13 task statements in Quadrant 3. Of the remaining 35 tasks, 21 were placed in Quadrant 2 and 14 in Quadrant 4.

An analysis of the quadrant placement by Phase III education faculty instructors of the task statements from each area of responsibility (Table IV.20) revealed that the majority of tasks related to Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were perceived to be relatively important. Tasks related to Curriculum and Materials were distributed among quadrants of High and Low Importance. The majority of tasks related to Learner Objectives, Readiness and Motivation were perceived by Phase III education faculty instructors as relatively unimportant for Phase III elementary student teachers.

Phase III education faculty instructors perceived Phase III elementary student teachers as performing well the majority of tasks related to Teacher Roles and Pupil Interactions, Curriculum and Materials, and Teaching Procedures. Tasks related to Learner Objectives, Readiness and Motivation were equally divided between High and Low

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Table IV.20

Distribution by Quadrant Placement as Perceived By
Phase III Education Faculty Instructors for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 19)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	3	38	0	0	4	50	1	13
Teacher Roles and Pupil Interactions	13	9	69	1	8	2	15	1	8
Curriculum and Materials	20	8	40	1	5	3	15	8	40
Teaching Procedures	16	9	56	4	25	1	6	2	13
Pupil Behavior, Appraisal and Individualization	30	10	33	15	50	3	10	2	7
Total	87	39	45	21	24	13	15	14	16

Performance quadrants. The majority of tasks related to Pupil Behavior, Appraisal and Individualization were perceived by Phase III education faculty instructors as being in quadrants of Low Ability.

Phase III education faculty instructors perceived Learner Objectives, Readiness and Motivation skills as holding no implications for remediation during preservice training for Phase III elementary student teachers.

On the basis of the perceptions of Phase III education faculty instructors, the 39 tasks considered necessary in importance and performance for Phase III elementary student teaching were:

LORM 6	TRPI 1	CM 1	TP 2	PBAI 2
LORM 7	TRPI 2	CM 2	TP 4	PBAI 3
LORM 8	TRPI 3	CM 3	TP 5	PBAI 4
	TRPI 4	CM 7	TP 8	PBAI 7
	TRPI 6	CM 8	TP 9	PBAI 8
	TRPI 9	CM 9	TP 10	PBAI 10
	TRPI 10	CM 10	TP 11	PBAI 13
	TRPI 11	CM 13	TP 12	PBAI 17
	TRPI 12		TP 13	PBAI 29
				PBAI 30

The 21 tasks perceived by Phase III education faculty instructors as having implications for remediation during preservice teacher training were:

TRPI 8	CM 6	TP 3	PBAI 5	PBAI 20
		TP 7	PBAI 6	PBAI 23
		TP 15	PBAI 12	PBAI 24
		TP 16	PBAI 14	PBAI 25
			PBAI 15	PBAI 26
			PBAI 16	PBAI 27
			PBAI 18	PBAI 28
			PBAI 19	

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From the data based upon the perceptions of Phase III education faculty instructors, the majority of task-oriented competencies required by Phase III elementary student teachers during the practicum experience were drawn from Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization.

Data Generated By One Phases II/III Faculty Consultant

A Quadrant Assessment Profile for Phases II and III elementary student teachers based upon the perceptions of one faculty consultant responsible for supervising Phases II and III elementary student teachers is presented as Table IV.21. A mean score of 3.828 for the rating of the Importance of the Task for Student Teachers indicated the importance this Phase II/III faculty consultant perceived the tasks for Phases II and III elementary student teachers. A mean score of 2.851 for the rating of Current Ability of Student Teachers to Perform the Task indicated that this Phase II/III faculty consultant perceived Phases II and III elementary student teachers as performing their jobs not as well as the importance attached to these tasks, and that remediation during preservice would be required.

This Phase II/III faculty consultant perceived Phases II and III student teachers as addressing 58 of the 87 tasks with performance to the importance of the task. This was indicated by the placement of 51 task statements in Quadrant 1 and 7 task statements in Quadrant 3. Of the remaining 29

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Table IV.21

QAM Profile for Phases II & III Elementary Student Teachers
(Based upon the Perceptions of One Phases II and III
Faculty Consultant)

Quadrant 2 High Ideal - Low Real (10 items)	Quadrant 1 High Ideal - High Real (51 items)
TRPI 6 CM 2 CM 3 CM 6 CM 19 TP 10 TP 15 PBAI 13 PBAI 15 PBAI 20	LORM 1 CM 4 TP 6 PBAI 21 LORM 2 CM 8 TP 8 PBAI 22 LORM 3 CM 9 TP 11 PBAI 23 LORM 4 CM 10 TP 12 PBAI 25 LORM 5 CM 13 TP 13 PBAI 26 LORM 6 CM 14 TP 14 PBAI 29 LORM 8 CM 15 TP 16 PBAI 30 TRPI 1 CM 16 PBAI 1 TRPI 2 CM 17 PBAI 2 TRPI 4 CM 18 PBAI 4 TRPI 5 CM 19 PBAI 5 TRPI 9 CM 20 PBAI 7 TRPI 11 TP 2 PBAI 9 TRPI 12 TP 3 PBAI 10 TRPI 13 TP 4 PBAI 16
Quadrant 3 Low Ideal - Low Real (7 items)	Quadrant 4 Low Ideal - High Real (19 items)
TRPI 10 CM 11 CM 12 TP 1 TP 7 PBAI 6 PBAI 27	LORM 7 PBAI 3 TRPI 3 PBAI 8 TRPI 7 PBAI 11 TRPI 8 PBAI 12 CM 1 PBAI 14 CM 5 PBAI 17 CM 7 PBAI 18 TP 5 PBAI 19 TP 9 PBAI 24 PBAI 28

Code:
LORM - Learner Objectives, Readiness and Motivation
TRPI - Teacher Roles and Pupil Interactions
CM - Curriculum and Materials
TP - Teaching Procedures
PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 3.828 X Real = 2.851

tasks, 10 were placed in Quadrant 2 and 19 in Quadrant 4.

An analysis of the quadrant placement by this Phase II/III faculty consultant of the task statements from each area of responsibility (Table IV.22) revealed that the majority of task statements related to all five areas were perceived to be relatively important.

This Phase II/III faculty consultant perceived Phases II and III elementary student teachers as performing well the majority of tasks related to all areas of responsibility, in particular Learner Objectives, Readiness and Motivation.

This Phase II/III faculty consultant perceived Learner Objectives, Readiness and Motivation skills as holding no implications for remediation during preservice training for Phases II and III elementary student teachers.

On the basis of the perceptions of one Phase II/III faculty consultant, the 51 tasks considered necessary in importance and peformance for Phases II and III elementary student teaching were:

LORM 1	TRPI 1	CM 4	TP 2	PBAI 1
LORM 2	TRPI 2	CM 8	TP 3	PBAI 2
LORM 3	TRPI 4	CM 9	TP 4	PBAI 4
LORM 4	TRPI 5	CM 10	TP 6	PBAI 5
LORM 5	TRPI 9	CM 13	TP 8	PBAI 7
LORM 6	TRPI 11	CM 14	TP 11	PBAI 9
LORM 8	TRPI 12	CM 15	TP 12	PBAI 10
	TRPI 13	CM 16	TP 13	PBAI 16
		CM 17	TP 14	PBAI 21
		CM 18	TP 16	PBAI 22
		CM 20		PBAI 23
				PBAI 25
				PBAI 26
				PBAI 29

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Table IV.22

Distribution by Quadrant Placement as Perceived By
One Phase II and III Faculty Consultant for the Task Statements
Within Each Area of Responsibility

(Information Extracted from Table 21)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	7	88	0	0	0	0	1	12
Teacher Roles and Pupil Interactions	13	8	62	1	8	1	8	3	23
Curriculum and Materials	20	11	55	4	20	2	10	3	15
Teaching Procedures	16	10	62	2	13	2	13	2	13
Pupil Behavior, Appraisal and Individualization	30	15	50	3	10	2	7	10	33
Total	87	51	59	10	11	7	8	19	22

PBAI 30

The 10 task perceived by one Phase II/III faculty consultant as having implications for remediation during preservice teacher training were:

TRPI 6	CM 2	TP 10	PBAI 13
	CM 3	TP 15	PBAI 15
	CM 6		PBAI 20
	CM 19		

From the data based upon the perceptions of one Phase II/III faculty consultant, the majority of task-oriented competencies required by Phases II and III elementary student teachers during the practicum experience were drawn from all five areas of responsibility.

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Data Generated By Phases II/III Education Faculty Instructors

A Quadrant Assessment Profile for Phases II and III elementary student teachers based upon the perceptions of education faculty instructors of Phases II and III elementary student teachers is presented as Table IV.23. A mean score of 4.419 for the rating of the Importance of the Task for Student Teachers indicated the relatively high importance these Phases II/III education faculty instructors perceived the tasks for Phases II and III elementary student teachers. A mean score of 2.585 for the rating of Current Ability of Student Teachers to Perform the Task indicated that Phases II/III education faculty instructors perceived Phases II/III elementary student teachers as performing

Table IV.23

QAM Profile for Phases II and III Elementary Student Teachers
(Based upon the Perceptions of Seven Phases II/III
Education Faculty Instructors)

Quadrant 2 High Ideal - Low Real (22 items)	Quadrant 1 High Ideal - High Real (33 items)
LORM 1, LORM 4, LORM 5, LORM 8, TRPI 6, TRPI 7, CM 6, CM 9, TP 1, TP 3, TP 5, TP 6, TP 11, PBAI 2, PBAI 4, PBAI 5, PBAI 13, PBAI 14, PBAI 15, PBAI 24, PBAI 25, PBAI 30	LORM 6, LORM 7, TRPI 1, TRPI 2, TRPI 4, TRPI 5, TRPI 9, TRPI 10, CM 2, CM 3, CM 7, CM 8, CM 10, CM 15, CM 16, CM 17, CM 18, TP 2, TP 4, TP 8, TP 9, TP 10, TP 12, TP 13, TP 15, TP 16, PBAI 7, PBAI 8, PBAI 10, PBAI 12, PBAI 18, PBAI 23, PBAI 29
Quadrant 3 Low Ideal - Low Real (16 items)	**Quadrant 4 Low Ideal - High Real (16 items)**
LORM 3, CM 1, CM 11, CM 12, CM 13, CM 14, CM 20, TP 7, TP 14, PBAI 3, PBAI 6, PBAI 16, PBAI 21, PBAI 22, PBAI 27, PBAI 28	LORM 2, TRPI 3, TRPI 8, TRPI 11, TRPI 12, TRPI 13, CM 4, CM 5, CM 19, PBAI 1, PBAI 9, PBAI 11, PBAI 17, PBAI 19, PBAI 20, PBAI 26

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered. X Ideal = 4.419 X Real = 2.585

their jobs relatively poorly and that remediation during preservice would be required.

Phases II/III education faculty instructors perceived Phases II and III student teachers as addressing just more than half (56%) of the tasks with performance to the importance of the task. This was indicated by the placement of 33 task statements in Quadrant 1 and 16 task statements in Quadrant 3. Of the remaining 38 tasks, 22 were placed in Quadrant 2 and 16 in Quadrant 4.

An analysis of the quadrant placement by Phases II/III education faculty instructors of the task statements from each area of responsibility (Table IV.24) revealed that the majority of task statements related to Learner Objectives, Readiness and Motivation, Teacher Roles and Pupil Interactions, and Teaching Procedures were perceived to be relatively important. Tasks related to Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were almost equally divided between High and Low Importance quadrants.

Phases II/III education faculty instructors perceived Phases II and III elementary student teachers as performing well the majority of tasks related to Teacher Roles and Pupil Interactions, and Curriculum and Materials. Tasks related to Teaching Procedures, and Pupil Behavior, Appraisal and Individualization were divided among quadrants of High and Low Performance. The majority of tasks related to Learner Objectives, Readiness and Motivation were

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Table IV.24

Distribution by Quadrant Placement as Perceived By
Seven Phases II/III Education Faculty Instructors for the
Task Statements Within Each Area of Responsibility

(Information Extracted from Table 23)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	No. of Statements (No.) % of Statements (%)							
		Quadrant 1		Quadrant 2		Quadrant 3		Quadrant 4	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	4	50	1	13	1	13
Teacher Roles and Pupil Interactions	13	6	46	2	15	0	0	5	30
Curriculum and Materials	20	9	45	2	10	6	30	3	15
Teaching Procedures	16	9	56	5	31	2	13	0	0
Pupil Behavior, Appraisal and Individualization	30	7	23	9	30	7	23	7	23
Total	87	33	38	22	25	16	18	16	18

perceived by Phases II/III education faculty instructors as being in quadrants of Low Ability.

Phases II/III education faculty instructors perceived half of the tasks of Learner Objectives, Readiness and Motivation as holding implications for remediation during preservice training for Phases II and III elementary student teachers.

On the basis of the perceptions of Phases II/III education faculty instructors, the 33 tasks considered necessary in importance and performance for Phases II and III elementary student teaching were:

LORM 6	TRPI 1	CM 2	TP 2	PBAI 7
LORM 7	TRPI 2	CM 3	TP 4	PBAI 8
	TRPI 4	CM 7	TP 8	PBAI 10
	TRPI 5	CM 8	TP 9	PBAI 12
	TRPI 9	CM 10	TP 10	PBAI 18
	TRPI 10	CM 15	TP 12	PBAI 23
		CM 16	TP 13	PBAI 29
		CM 17	TP 15	
		CM 18	TP 16	

The 22 task statements perceived by Phases II/III education faculty instructors as having implications for remediation during preservice teacher training were:

LORM 1	TRPI 6	CM 6	TP 1	PBAI 2
LORM 4	TRPI 7	CM 9	TP 3	PBAI 4
LORM 5			TP 5	PBAI 5
LORM 8			TP 6	PBAI 13
			TP 11	PBAI 14
				PBAI 15
				PBAI 24
				PBAI 25
				PBAI 30

From the data based upon the perceptions of Phases II/III education faculty instructors, the majority of

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task-oriented competencies required by Phases II and III elementary student teachers during the practicum experience were drawn from all areas of responsibility except Pupil Behavior, Appraisal and Individualization.

C. SUMMARY

In this chapter the information obtained from student teachers, cooperating teachers, and faculty consultants involved in the Phases II and III practicum programs of the Faculty of Education, University of Alberta, and education faculty instructors of the University of Alberta who taught these student teachers six weeks prior to student teaching has been presented. Areas of responsibility which each group perceived as having implications for preservice and inservice remediation during preservice teacher training were identified. Task statements perceived by each respondent group were presented.

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V. FURTHER PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

In this chapter the mean scores of the Ideal and Real profiles by each respondent group are presented and compared. Quadrant consensus among respondents by phase and group is presented and discussed. Quadrant Assessment Profiles are provided for those task statements achieving the consensus of respondent groups within each phase. The tasks placed in Quadrants 1 and 2 by the respondent groups are analyzed on the basis of the five areas of responsibility. An alternative method for the analysis of tasks considered highly important for student teachers is outlined, and tasks achieving group and Phase consensus when utilizing this method are presented and discussed. Analyses of the responses to the question eliciting additional important tasks for student teachers during the practicum experience are presented.

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A. FURTHER PRESENTATION OF DATA

Mean scores for Ideal and Real Profiles

The mean scores for the "Importance" and "Performance" profiles by the 12 respondent groups were extracted from the QAM profiles of each group for purposes of comparison. This information is presented in Table V.1. The scores are on the basis of responses on a 1 (low) to 5 (high) Likert scale.

All 12 groups perceived the majority of tasks as having high importance for the student teachers to perform,

Table V.1

Mean Scores for Ideal and Real Profiles by the 12 Respondent Groups in a Basis of Response on a 1 to 5 Likert Scale

(Information Extracted from QAM Profiles)

Groups	N	Ideal	Real
Phase II			
Student Teachers	37	4.334	3.458
Cooperating Teachers	38	4.104	3.317
Faculty Consultants	19	4.187	2.791
Education Faculty Instructors	7	4.094	2.961
Phase III			
Student Teachers	49	4.455	3.673
Cooperating Teachers	52	4.434	3.663
Faculty Consultants	3	4.257	3.337
Education Faculty Instructors	3	4.287	2.952
Phases II/III			
Faculty Consultants	1	3.828	2.851
Education Faculty Instructors	7	4.419	2.585

regardless of the Practicum Phase involved. This was indicated by mean scores of 4.094 or greater, the only exception being one Phases II/III faculty consultant whose rated mean score for the importance of the majority of tasks was 3.828.

Phase II student teachers perceived the majority of tasks as having higher importance than did the other three Phase II groups. This may be due to the fact that this practicum is the first major student teaching experience in an elementary classroom. This may be the same explanation for Phase III student teachers who rated the importance of the tasks higher than did the other three Phase III groups. Phase III student teachers and cooperating teachers perceived the majority of tasks to be of higher importance than Phase III faculty consultants and education faculty instructors. This may be caused by the fact that Phase III student teachers tend to acquire the perceptions and teaching characteristics of their cooperating teachers. Phase III groups rated the majority of tasks higher in importance than Phase II groups. That is, the importance of the tasks for student teachers was perceived to be greater for Phase III student teachers than for Phase II student teachers. This observation would be consistent with the requirements for Phases II and III. The Phase III practicum must be successfully completed for teacher certification purposes.

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All 12 groups perceived the ability of student teachers to perform the tasks as being lower than the importance. This would indicate that remediation during teacher training would be required to achieve the desired effect in the Practicum Phases, namely high performance with the high importance. The ability of student teachers to perform the tasks ranged from a high of 3.673 for Phase III student teachers to a low of 2.585 for Phases II/III education faculty instructors. Phase II student teachers and cooperating teachers rated the performance of Phase II student teachers higher than did the other two Phase II groups. This observation was also apparent for rating the ability to perform the tasks by Phase III groups.

There was close agreement between student teachers and cooperating teachers for both Phases II and III in their perceptions of the ability of student teachers to perform the tasks. However, with the exception of Phase III faculty consultants, all faculty consultants and education faculty instructors rated the ability of student teachers to perform the task lower than either student teachers or cooperating teachers. Since student teachers worked under the tutelage of cooperating teachers, it would seem that the perceptions of cooperating teachers concerning the abilities of student teachers would be a more valid judgment than that of faculty consultants or education faculty instructors.

Phase-II faculty consultants, according to the Practicum Handbook, were expected to supervise each assigned

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student teacher at least once a week during the practicum. A reliable and valid assessment of a student teacher's ability to perform the tasks can hardly be based upon such limited involvement. However, it is interesting to note that Phase III faculty consultants perceived the ability of Phase III student teachers to perform the tasks almost the same as Phase III student teachers and cooperating teachers.

Several education faculty instructors stated on the survey instrument that they had been faculty consultants in past years at the University of Alberta, but did not indicate if these previous observations had affected their perceptions concerning the ability of student teachers to perform the tasks. Also, several education faculty instructors from all phases stated on the survey instrument that their perceptions were based upon their assessments of student teachers who had given presentations in classes during the six week courses prior to the practicum experience. How reliable and valid these perceptions are, one must question. Whether or not education faculty instructors of all phases had had elementary teaching experience and thus could relate to the experiences of student teachers during the practicum is not known.

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Analysis of Task Statements in Quadrants 1 and 2 by Area of Responsibility

An analysis of the quadrant placement of tasks from each of the five areas of responsibility has been addressed

in the previous chapter for each group and phase of respondents. As the primary focus of this study is the identification of preservice task-oriented competencies required by student teachers, those statements which were placed in Quadrant 1 (preservice) and Quadrant 2 (remediation during preservice) will be used here for further comparison.

Phase II

The number and percentage of task statements from each area of responsibility placed in Quadrants 1 and 2 by each of the Phase II respondent groups has been presented as Table V.2. All four groups most frequently placed statements from Teaching Procedures, and Teacher Roles and Pupil Interactions in Quadrants 1 and 2. Cooperating teachers placed all statements from Teacher Roles and Pupil Interactions in the two Importance quadrants. Student teachers considered half the statements from Learner Objectives, Readiness and Motivation, and Curriculum and Materials important, while the other three groups perceived these statements to be lower in importance. On the other hand, student teachers perceived the statements from Pupil Behavior, Appraisal and Individualization to be of lesser importance than did the other three Phase II groups.

Overall, Teacher Roles and Pupil Interactions, and Teaching Procedures were the primary areas perceived by Phase II respondent groups as holding implications for

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Table V.2

Number and Approximate Percentage of Task Statements From Each Area of Responsibility in Quadrants 1 & 2 by Each Phase II Respondent Group

(Information Extracted from Tables IV.6, 8, 10, and 12)
(Percentages used are approximate)

Area of Responsibility	Total Number of State-ments	Student Teachers		Cooper-ating Teachers		Faculty Consul-tants		Education Faculty Instructors	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	4	50	3	38	2	25	2	25
Teacher Roles and Pupil Interactions	13	10	77	13	100	9	69	10	77
Curriculum and Materials	20	10	50	7	35	7	35	9	45
Teaching Procedures	16	14	88	14	88	13	81	12	75
Pupil Behavior, Appraisal and Individualization	30	12	40	14	47	20	67	16	53
Total	87	50		51		51		49	

preservice.

Phase III

The number and percentage of task statements from each area of responsibility placed in Quadrants 1 and 2 by each of the Phase III respondent groups has been presented in Table V.3. All four respondent groups most frequently placed statements from Teaching Procedures, and Teacher Roles and Pupil Interactions in Quadrants 1 and 2. As in Phase II, Cooperating teachers placed all statements from Teacher Roles and Pupil Interactions in the two Importance quadrants. Cooperating teachers and faculty consultants placed more statements from Learner Objectives, Readiness and Motivation in Quadrants 1 and 2 than did student teachers and Education faculty instructors. All groups did not identify statements from Curriculum and Materials as being very important for Phase III student teachers. Cooperating teachers identified only a third of the statements from Pupil Behavior, Appraisal and Individualization as being important compared to the relatively high importance attributed to this area of responsibility by faculty consultants and Education faculty instructors.

Overall, Teacher Roles and Pupil Interactions, and Teaching Procedures were the primary areas perceived by the respondent groups as holding implications for preservice. Interestingly, all groups perceived that less than half the

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Table V.3

Number and Approximate Percentage of Task Statements From Each Area of Responsibility in Quadrants 1 & 2 by Each Phase III Respondent Group

(Information Extracted from Tables IV.14, 16, 18, and 20)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	Student Teachers		Cooperating Teachers		Faculty Consultants		Education Faculty Instructors	
		No.	%	No.	%	No.	%	No.	%
Learner Objectives Readiness and Motivation	8	2	25	6	75	6	75	3	38
Teacher Roles and Pupil Interactions	13	11	85	13	100	10	77	10	77
Curriculum and Materials	20	8	40	8	40	8	40	9	45
Teaching Procedures	16	12	75	10	63	12	75	13	81
Pupil Behavior, Appraisal and Individualization	30	19	63	10	33	24	80	25	83
Total	87	52		47		60		60	

tasks from Curriculum and Materials were important.

Phases II/III

The number and percentage of task statements from each area of responsibility placed in Quadrants 1 and 2 by each of the Phases II/III respondent groups has been presented in Table V.4. Both respondent groups most frequently placed statements from Learner Objectives, Readiness and Motivation, and Teaching Procedures in Quadrants 1 and 2. The one faculty consultant perceived tasks from Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization to be of more importance than did education faculty instructors. Both respondent groups considered all areas of responsibility to hold implications for preservice.

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B. COMPARISON OF QAM PROFILES FOR EACH PHASE

Phase II

To assist in the comparison of the four Phase II profiles, a table displaying the quadrant placement by each of the four respondent groups for each of the 87 task statements has been provided (see Appendix 5). Task statements are given in the order of their appearance in the Inventory of Tasks. A QAM Profile (Table V.5) displaying items with total consensus is also provided and in order to facilitate the interpretation of the items of consensus, the task statements have been extracted from the Inventory of

Table V.4

Number and Approximate Percentage of Task Statements From Each Area of Responsibility in Quadrants 1 & 2 by Each Phase II/III Respondent Group

(Information Extracted from Tables IV.22 and 24)
(Percentages used are approximate)

Area of Responsibility	Total Number of Statements	Faculty Consultants		Education Faculty Instructors	
		No.	%	No.	%
Learner Objectives Readiness and Motivation	8	7	88	6	75
Teacher Roles and Pupil Interactions	13	9	69	8	62
Curriculum and Materials	20	15	75	11	55
Teaching Procedures	16	12	75	14	88
Pupil Behavior, Appraisal and Individualization	30	18	60	16	53
Total	87	61		55	

Table V.5

QAM Profile for Phase II Student Teachers
(Consensus of all Four Phase II Respondent Groups)

Quadrant 2 High Ideal - Low Real (2 items)	Quadrant 1 High Ideal - High Real (12 items)
CM 2 TP 1	LORM 7 TRPI 4 TRPI 9 TRPI 10 TRPI 12 TRPI 13 TP 2 TP 8 TP 9 TP 12 TP 15 PBAI 5
Quadrant 3 **Low Ideal - Low Real** **(9 items)**	**Quadrant 4** **Low Ideal - High Real** **(0 items)**
CM 11 CM 12 CM 14 TP 6 TP 14 PBAI 9 PBAI 21 PBAI 22 PBAI 27	

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered.

Tasks and are presented immediately following the QAM Profile (Table V.6).

Of prime interest to this study are the 12 task statements placed in Quadrant 1 indicating a requirement for preservice, and the two task statements placed in Quadrant 2 indicating a requirement for remediation during preservice (see Table V.6).

The task statements from Quadrant 3 have also been presented to provide perspective for the tasks placed in Quadrants 1 and 2. Quadrant 4 contained no items which received consensus by the four Phase II respondent groups.

The 12 task statements of consensus for placement in Quadrant 1 predominantly reflect the areas of Teacher Roles and Pupil Interactions, and Teaching Procedures. The areas of responsibility concerning Learner Objectives, Readiness and Materials, and Pupil Behavior, Appraisal and Individualization reflected minimal consensus. The area of Curriculum and Materials was not represented in Quadrant 1.

Quadrant 2 contained only two tasks which received consensus by the four Phase II respondent groups, those being in the areas of responsibility of Curriculum and Materials and Teaching Procedures.

The nine items of consensus placed in Quadrant 3 reflect the areas of Curriculum and Materials, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization. Overall, 21 of the 23 items achieving consensus were in quadrants which indicated performance

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Table V.6

Task Statements Receiving Consensus by the
Four Phase II Respondent Groups

Quadrant 1		
LORM	7	Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.
TRPI	4	Demonstrates specific teacher functions as pupil participation.
TRPI	9	Can supply instructional procedures in a warm, understanding and friendly manner.
TRPI	10	Can apply instructional procedures in a stimulating manner.
TRPI	12	Can apply instructional procedures in an energetic manner.
TRPI	13	Can serve as a model for pupil identification with respect to interpersonal behavior and character.
TP	2	Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.
TP	8	Can formulate questions suited to such particular teaching purposes as arousing interest.
TP	9	Can formulate questions suited to such particular teaching purposes as providing reassurance.
TP	12	Can grasp ideas pupils are trying to express.
TP	15	Can conduct activities with a view toward enhancing pupils' self knowledge and self image.
PBAI	5	Can detect tension in a classroom situation.
Quadrant 2		
CM	2	Can find appropriately stimulating curriculum materials for instructional enrichment.
TP	1	Can formulate principal questions a teacher has to ask him/herself in planning a teaching unit or lesson.

Table V.6 (continued)

Quadrant 3

CM	11	Can judge the adequacy and appropriateness of appraisal devices in terms of curricular knowledge.
CM	12	Can judge the adequacy and appropriateness of appraisal devices in relation to the objectives of a course or unit.
CM	14	Demonstrates outstanding curriculum innovations in the subject(s) to be taught.
TP	6	Demonstrates the ability to incorporate aspects of problem-solving in the conduct of a problem or discovery approach to teaching.
TP	14	Can set up situations in which success or correctness of responses are built into the public learning performance.
PBAI	9	Can encourage pupil initiative in choosing learning activities.
PBAI	21	Can interpret achievement test scores and other data derived from tests of general aptitudes, abilities, and/or skills.
PBAI	22	Can interpret achievement test scores and other data derived from tests of special aptitudes, abilities, and/or skills.
PBAI	27	Can adapt teaching methods and manner of handling pupils to such factors as pupil socio-economic differences.

Quadrant 4

There are no items of consensus in this quadrant by the four Phase II respondent groups.

appropriate to the importance of the task. This reflects positively upon Phase II student teachers.

Also of interest was the fact that no single task statement received consensus in Quadrant 4, thus indicating that Phase II student teachers are not grossly utilizing their expertise on tasks of relatively low importance.

Phase III

To assist in the comparison of the four Phase III profiles, a table displaying the quadrant placement by each of the four respondent groups for each of the 87 task statements has been provided (see Appendix 6). Task statements are given in the order of their appearance in the Inventory of Tasks (Appendix 1). A QAM Profile (Table V.7) displaying items with total consensus of Phase III respondent groups is also provided. In order to facilitate the interpretation of the items of consensus, the task statements have been extracted from the Inventory of Tasks and are presented immediately following the QAM Profile (Table V.8).

Of major interest are the seven task statements placed in Quadrant 1 indicating consensus for those items requiring preservice, and the two task statements placed in Quadrant 2 indicating consensus for those tasks requiring remediation/inservice during preservice (see Table V.8).

The task statements from Quadrant 3 have also been presented to provide perspective for the tasks placed in

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Table V.7

QAM Profile for Phase III Student Teachers
(Consensus of all Four Phase III Respondent Groups)

Quadrant 2 High Ideal - Low Real (2 items)	Quadrant 1 High Ideal - High Real (7 items)
TRPI 8 PBAI 23	LORM 7 TRPI 2 TRPI 3 TRPI 6 TRPI 9 TP 8 TP 12
Quadrant 3 Low Ideal - Low Real (3 items)	Quadrant 4 Low Ideal - High Real (0 items)
CM 19 PBAI 21 PBAI 22	

Code:
- LORM - Learner Objectives, Readiness and Motivation
- TRPI - Teacher Roles and Pupil Interactions
- CM - Curriculum and Materials
- TP - Teaching Procedures
- PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered.

Table V.8

Task Statements Receiving Consensus by the Four Phase III Respondent Groups

Quadrant 1		
LORM	7	Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.
TRPI	2	Demonstrates specific teacher functions as directing learning activities.
TRPI	3	Demonstrates specific teacher functions as telling and explaining.
TRPI	6	Demonstrates specific teacher functions as pupil thinking.
TRPI	9	Can supply instructional procedures in a warm, understanding and friendly manner.
TP	8	Can formulate questions suited to such particular teaching purposes as arousing interest.
TP	12	Can grasp ideas pupils are trying to express.
Quadrant 2		
TRPI	8	Demonstrates the role of classroom manager with easy efficiency.
PBAI	23	Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.
Quadrant 3		
CM	9	Can transform curriculum topical items into thought-provoking questions.
PBAI	21	Can interpret achievement test scores and other data derived from tests of general aptitudes, abilities, and/or skills.
PBAI	22	Can interpret achievement test scores and other data derived from tests of special aptitudes, abilities, and/or skills.
Quadrant 4		
		There are no items of consensus in this quadrant by the four Phase II respondent groups.

Quadrants 1 and 2. Quadrant 4 contained no items which received consensus by the four Phase III respondent groups.

The seven task statements that received consensus for placement in Quadrant 1 predominantly reflect the area of Teacher Roles and Pupil Interactions. The two areas of responsibility concerning Learner Objectives, Readiness and Motivation, and Teaching Procedures reflected minimal consensus. The areas of Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were not represented in Quadrant 1.

Quadrant 2 contained only two tasks which received consensus by the four Phase III respondent groups: one from the area of Teacher Roles and Pupil Interactions, and the other from the area of Pupil Behavior, Appraisal and Individualization.

The three items of consensus placed in Quadrant 3 reflect the areas of Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization. Overall, ten of the 12 items achieving consensus were in quadrants which indicated performance appropriate to the importance of the task. This reflects positively upon Phase III student teachers.

No single task statement received consensus in Quadrant 4, thus indicating that Phase III student teachers are not grossly utilizing their expertise on tasks of relatively low importance.

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Phases II/III

A table displaying the quadrant placement by each of the two respondent groups of Phases II/III for each of the 87 task statements (Appendix 7) has been provided to assist in the comparison of these two Phases II/III Profiles. As with Phase II and Phase III respondent groups, task statements are given in the order of their appearance in the Inventory of Tasks (Appendix 1). A QAM Profile (Table V.9) displaying items with total consensus is also provided.

Of major interest to this study are the 22 task statements placed in Quadrant 1 indicating consensus for those items requiring preservice, and the four task statements placed in Quadrant 2 indicating consensus for those tasks requiring remediation/inservice during preservice.

Quadrant 3 contained five items of consensus, while Quadrant 4 contained a total of six task statments receiving consensus.

The high degree of consensus (37 out of 87 tasks) indicates much agreement between these two Phase II/III respondent groups. Both of these respondent groups (the one faculty consultant and all education faculty instructors) instruct at and/or attend the University of Alberta. This could be one possible reason for the high degree of consensus. Another reason may be the fact that the one Phase II/III faculty consultant identifies closely with the concerns of Phases II/III education faculty instructors.

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Table V.9

QAM Profile for Phases II and III Student Teachers
(Consensus of both Phases II/ III Respondent Groups)

Quadrant 2 High Ideal - Low Real (4 items)	Quadrant 1 High Ideal - High Real (22 items)
TRPI 6 CM 6 PBAI 13 PBAI 15	LORM 6, CM 18 TRPI 1, TP 2 TRPI 2, TP 4 TRPI 4, TP 8 TRPI 5, TP 12 TRPI 9, TP 13 CM 8, TP 16 CM 10, PBAI 7 CM 15, PBAI 10 CM 16, PBAI 23 CM 17, PBAI 29
Quadrant 3 **Low Ideal - Low Real** **(5 items)**	**Quadrant 4** **Low Ideal - High Real** **(6 items)**
CM 11 CM 12 TP 7 PBAI 6 PBAI 27	TRPI 3 TRPI 8 CM 5 PBAI 11 PBAI 17 PBAI 19

Code:
LORM - Learner Objectives, Readiness and Motivation
TRPI - Teacher Roles and Pupil Interactions
CM - Curriculum and Materials
TP - Teaching Procedures
PBAI - Pupil Behavior, Appraisal and Individualization

A listing of all tasks is contained in the Inventory of Tasks.

Listing is not rank ordered.

The 22 task statements that received consensus for placement in Quadrant 1 predominantly reflect all areas of responsibility except Learner Objectives, Readiness and Motivation. Only one task statement from this area of responsibility received consensus in Quadrant 1.

Quadrant 2 contained four tasks which received consensus by the two Phase II/III respondent groups: one from the area of Teacher Roles and Pupil Interactions; one from Curriculum and Materials; and, two from Pupil Behavior, Appraisal and Individualization. The two areas of responsibility concerning Learner Objectives, Readiness and Motivation, and Teaching Procedures were not represented in Quadrant 2.

The five items of consensus placed in Quadrant 3 reflect the areas of Curriculum and Materials, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization. Overall, 27 of the 37 items achieving consensus were in quadrants appropriate to the importance of the task. This reflects positively upon Phase II and Phase III student teachers.

Quadrant 4 contained six task statements achieving consensus of Phase II/III respondent groups. These were from the areas of Teacher Roles and Pupil Interactions, Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization. This indicates that Phase II/III respondent groups perceive Phase II and III student teachers over-utilizing their abilities on these tasks of low

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importance.

All Phases

Task statements achieving the consensus of all ten respondent groups representing all Phases were from Quadrant 1. These were:

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 12 Can grasp ideas pupils are trying to express.

No other task statements received the consensus of all ten respondent groups.

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C. FURTHER ANALYSIS OF DATA

Consensus Within The Quadrants of High Importance

One additional procedure can be utilized to identify those tasks receiving consensus that are considered highly important to the student teacher during the practicum experience. This method involves extracting those tasks identified in either Quadrant 1 or Quadrant 2 and combining them. This analytical process is possible when one remembers that both Quadrants 1 and 2 refer to those tasks considered highly important to student teaching. So whether a task appears in Quadrant 1 or in Quadrant 2, the importance of

the task has not been changed or diminished, irrespective of placement within these two quadrants.

Phase II

Phase II respondent groups perceived 30 tasks as being important for student teachers experiencing the Phase II Practicum program. The tasks that achieved consensus by being placed in either Quadrant 1 or Quadrant 2 were:

LORM 7	TRPI 6	TP 1	CM 2	PBAI 2
LORM 8	TRPI 9	TP 2	CM 7	PBAI 4
	TRPI 10	TP 4	CM 8	PBAI 5
	TRPI 11	TP 5	CM 16	PBAI 7
	TRPI 12	TP 8		PBAI 8
	TRPI 13	TP 9		PBAI 13
		TP 10		
		TP 11		
		TP 12		
		TP 13		
		TP 15		
		TP 16		

It is interesting to note that 12 of the 29 tasks that received consensus from Phase II groups were from the area of responsibility concerning Teaching Procedures. This represents three-fourths of the 16 tasks identified in Teaching Procedures (see Appendix 1). Other areas of responsibility for which consensus of tasks were achieved include: 1) two from Learner Objectives, Readiness and Motivation; 2) six from Teacher Roles and Pupil Interactions; 3) four from Curriculum and Materials; and, 4) five from Pupil Behavior, Appraisal and Individualization. Overall, the majority of tasks from Teaching Procedures were considered highly important for Phase II student teachers.

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Phase III

According to the Practicum Handbook, Phase III must be successfully completed by student teachers for teacher certification purposes. Phase III respondent groups perceived 24 tasks as being highly important for student teachers experiencing the Phase III Practicum program. The tasks that achieved consensus by being placed in either Quadrant 1 or Quadrant 2 were:

LORM 7	TRPI 2	TP 2	CM 7	PBAI 2	
	TRPI 3	TP 5		PBAI 3	
	TRPI 4	TP 8		PBAI 4	
	TRPI 6	TP 10		PBAI 7	
	TRPI 8	TP 11		PBAI 8	
	TRPI 9	TP 12		PBAI 23	
	TRPI 10	TP 13		PBAI 29	
		TP 15			

The majority of tasks that Phase III groups perceived as being highly important concerned Teacher Roles and Pupil Interactions, Teaching Procedures, and Pupil Behavior, Appraisal and Individualization. The areas of responsibility concerning Learner Objectives, Readiness and Motivation, and Curriculum and Materials each had one task receiving consensus.

Phase II and Phase III

Both Phase II and Phase III respondent groups identified 17 tasks as being highly important to student teachers in Phase II or Phase III. These were:

LORM 7	TRPI 6	TP 2	CM 7	PBAI 2	
	TRPI 9	TP 5		PBAI 4	

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TRPI 10	TP 8	PBAI 7
	TP 10	PBAI 8
	TP 11	
	TP 12	
	TP 13	
	TP 15	

Phases II/III

Phases II/III respondent groups perceived half of the tasks (44 out of 87 tasks) as being highly important for student teachers experiencing the Phase II and Phase III Practicum programs. The tasks that achieved consensus by being placed in either Quadrant 1 or Quadrant 2 were:

LORM 1	TRPI 1	CM 2	TP 2	PBAI 2
LORM 4	TRPI 2	CM 3	TP 3	PBAI 4
LORM 5	TRPI 4	CM 6	TP 4	PBAI 5
LORM 6	TRPI 5	CM 8	TP 6	PBAI 7
LORM 8	TRPI 6	CM 9	TP 8	PBAI 10
	TRPI 8	CM 10	TP 10	PBAI 13
	TRPI 9	CM 15	TP 11	PBAI 15
		CM 16	TP 12	PBAI 23
		CM 17	TP 13	PBAI 25
		CM 18	TP 15	PBAI 29
			TP 16	PBAI 30

All areas of responsibility are represented. It is to be noted the emphasis Phases II/III respondent groups placed on Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization. The consensus of Phase II and Phase III respondent groups did not indicate these perceptions.

All Phases

All groups in all Phases considered 12 tasks to be highly important to Phase II and Phase III student teaching.

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These tasks were:

TRPI 6	TP 2	PBAI 2
TRPI 9	TP 8	PBAI 4
	TP 10	PBAI 7
	TP 11	
	TP 12	
	TP 13	
	TP 15	

Seven of the 12 task statements achieving consensus of all groups were from the area of responsibility concerning Teaching Procedures. This represents almost half of the 16 tasks identified in Teaching Procedures (see Appendix 1). Two tasks were identified from Teacher Roles and Pupil Interactions, and three tasks concerned Pupil Behavior, Appraisal and Individualization. The areas of responsibility concerning Curriculum and Materials, and Learner Objectives, Readiness and Motivation did not receive consensus from all groups in all Phases.

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Additional Tasks

The last page of the survey instrument (see Appendix 2) queried the respondents by stating: "Please list any additional important tasks you feel are applicable to student teachers during their practicum." Sixty-four respondents replied, eliciting some 92 statements. Of these, 29 comments were of a general nature not pertinent to the directions given, seven comments related specifically to the student teacher - pupil relationship, and 56 comments related to tasks required of student teachers outside the

student teacher - pupil relationship. Only those responses not related to any of the task statements identified in the survey instrument will be discussed here.

General Comments

The 29 comments of a general nature that did not related to the question concerned such topics as:

1. The need for a course on discipline at the University;
2. The placement of student teachers in their major area and field of study during student teaching;
3. The importance of some of the tasks depended upon the grade levels student teachers were assigned during the practicum;
4. The survey instrument was too long and repetitious;
5. Several respondents perceived difficulty in interpreting task statements in the survey instrument.

Several education faculty instructors indicated that their perceptions of student teacher ability were generally based upon observations taken during the courses they taught student teachers at the University.

Several faculty consultants commented that it was difficult for them to assess student teachers because of the range in abilities demonstrated by these student teachers during the practicum programs. However, these same faculty consultants indicated that they had no difficulty identifying the behaviors important for student teaching.

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Tasks Relating to the Student Teaching Situation

Tasks that respondents identified as important when teaching in the classroom were:

1. Ability to handle variations in classroom routines;
2. Ability to handle situations which "throw off" lesson plans;
3. To demonstrate a sensitivity toward and working relationship with pupils (i.e. not to become overly familiar with pupils);
4. To be able to integrate various learnings into meaningful experiences (e.g. math, science, social studies concepts to be developed on a field trip).

It is to be noted that only items 3 and 4 relate directly to the affective domain which was discussed in Chapter 2.

Tasks Relating to Student Teachers

Many respondents considered the development of rapport and working relationship with staff and school personnel to be of major importance for student teachers. Other tasks considered by respondents to be highly important for student teachers included:

1. Ability to self-evaluate a lesson that the student teacher has taught;
2. Demonstrate a professional attitude toward pupils, staff, supervision, and student teacher-cooperating

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teacher conferences;

3. Demonstrate the ability to use AV equipment correctly;
4. Analyze instructional procedures and adapt them to meet the needs of the pupils;
5. Be aware of one's own strengths and weaknesses in the teaching situation;
6. Be punctual.
7. Can properly ascertain and comply with the cooperating teacher's expectations.

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D. SUMMARY

Chapter V began with a presentation and comparison of the mean scores of the Ideal and Real profiles by each respondent group and each Phase. Quadrant consensus among respondents by phase and group was presented and discussed. Quadrant Assessment Profiles for those task statements achieving the consensus of respondent groups within each Phase were provided. The task statements placed in Quadrants 1 and 2 by the respondent groups were analyzed on the basis of the five areas of responsibility for student teachers. The consensus of respondents within each Phase for task statements in either quadrant of high importance were analyzed and discussed. Finally, the responses to the question on the survey instrument which elicited additional important tasks for student teachers during the practicum

experience were analyzed.

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VI. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study which restates the purposes and questions for research, reviews the population and methodology, and presents the findings. This chapter also contains implications and suggestions for further research.

A. SUMMARY

The Purpose

The purpose of the present study was to answer the following research questions:

1. What are the task-oriented competencies needed by Phases II and III student teachers during the course of their practicum experiences?
2. In particular, which task-oriented competencies are:
   a. highly important and are being performed according to this importance;
   b. highly important but are not being performed according to this importance;
   c. not important but are being performed better than this importance;
   d. not important and are not being performed better than this importance.

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The Population

The study was conducted in the elementary schools of the Edmonton Public School System, and in the Faculties of Education and Graduate Studies, University of Alberta. A random sample of Phase II and Phase III student teachers, cooperating teachers, faculty consultants and those teachers/instructors of Phase II and Phase III student teachers at the University of Alberta were included in the research design.

The Methodology

Data used in this study were collected by means of a survey instrument containing 87 task statements purporting to describe the job of the student teacher. These statements were distributed among five areas of responsibility. These were: 1) Learner Objectives, Readiness and Motivation; 2) Teacher Roles and Pupil Interactions; 3) Curriculum and Materials; 4) Teaching Procedures; and, 5) Pupil Behavior, Appraisal and Individualization. The task statements were developed from a previously used survey instrument prepared by Abelson (1974) entitled: "A General Task-Oriented Teacher Competencies Checklist: Item Importance and Placement in Training as Judged by Prospective and Present Teachers." Eighty-three perecent of the student teachers, 87% of the cooperating teaches, 79% of the faculty consultants, and 58% of the education faculty instructors responded to the survey instrument.

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Respondents were asked to rate each statement twice: first to rate the Importance of the Task for Student Teachers and second, to rate the Current Ability of the Student Teacher(s) to Perform the Task. A five-point Likert scale was provided for each rating. A sixth column indicating "No Opinion", under the heading "Current Ability of Student Teachers to Perform the Task", was to be used only in the event that no assessment of the ability of student teachers to perform the task could be made. Student teachers were asked to provide a self-rating, cooperatng teachers and faculty consultants were asked to provide a rating for the student teacher(s) they supervised, and education faculty instructors were asked to provide a general rating of the student teachers they taught/instructed six weeks prior to the student teaching practicum.

The data were analyzed using descriptive statistics as required by the Quadrant Assessment Model. Briefly the procedure entailed the following:

1. Data generated by each respondent group were processed separately. An "Ideal" profile and a "real" profile were developed from the data of each group.
2. The mean for the profile was used to determine High-Low values.
3. On the basis of the High-Low values, statements were placed into the quadrants. Those statements with high values on both the "Ideal" and "Real" profiles were

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placed in Quadrant 1; those with high values on the "Ideal" profile but low values on the "Real" profile were placed in Quadrant 2; those with low values on both profiles were placed in Quadrant 3; and those with low scores on the "Ideal": profile but high values on the "real" profile were placed in Quadrant 4.

The Findings

The following were findings of the study.

1. The mean scores for both the Ideal and Real Profiles were from average to high for all ten respondent groups. The mean scores for the Ideal Profile ranged from 3.828 to 4.455 based upon the responses of one Phases II/III faculty consultant and Phase III student teachers respectively. The mean scores for the Real Profile ranged from 2.585 to 3.673 based upon the responses of Phases II/III education faculty instructors and Phase III student teachers respectively. Both Phase II and Phase III student teachers perceived the importance of the tasks to be greater than did each of the other Phase II and Phase III groups. Student teachers of Phase II and Phase III rated the current ability of Phase II and Phase III student teachers higher than other groups of each Phase respectively. Faculty consultants and education faculty instructors consistently rated the ability of student teachers to perform the task lower

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than the other eight respondent groups. All groups within all Phases rated the importance of the tasks higher than they rated the ability of student teachers to perform the tasks.

2. Analysis, on the basis of the five areas of responsibility, for the task statements placed in Quadrants 1 and 2 by the ten respondent groups revealed that statements from Teacher Roles and Pupil Interactions, and Teaching Procedures were identified most frequently by all ten respondent groups. Some task statements from each of the areas of Learner Objectives, Readiness and Motivation, Curriculum and Materials, and Pupil Behavior, Appraisal and Individualization were included in Quadrants 1 and 2 by at least one of the respondent groups.

   All respondent groups perceived some tasks from all areas of responsibility as being representative of Quadrant 1. The following groups did not perceive tasks in the area of responsibility concerning Learner Objectives, Readiness and Motivation as being representative of Quadrant 2: 1) Phase II faculty consultants, and education faculty instructors; 2) Phase III student teachers, cooperating teachers, and education faculty instructors; and 3) the one Phases II/III faculty consultant. Some tasks from the other four areas of responsibility were perceived by at least

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one respondent group to hold remediation implications during preservice for student teachers.

3. Consensus of the four Phase II respondent groups regarding the quadrant placedment of 23 task statements was achieved. Twelve of the statements were placed in Quadrant 1, and two statements were placed in Quadrant 3. Nine statements were placed in Quadrant 3, and consensus was not achieved for any statements placed in Quadrant 4.

The 12 task statements from Quadrant 1 indicative of high priority preservice requirements on the basis of consensus of the four Phase II respondent groups were:

LORM 7 Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.

TRPI 4 Demonstrates specific teacher functions as pupil participation.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TRPI 10 Can apply instructional procedures in a stimulating manner.

TRPI 12 Can apply instructional procedures in an energetic manner.

TRPI 13 Can serve as a model for pupil identification with respect to interpersonal behavior and character.

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TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 9 Can formulate questions suited to such particular teaching purposes as providing reassurance.

TP 12 Can grasp ideas pupils are trying to express.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

PBAI 5 Can detect tension in a classroom situation.

The two task statements from Quadrant 2 indicative of high priority remediation requirements during preservice on the basis of consensus of the four Phase II respondent groups were:

CM 2 Can find appropriately stimulating curriculum materials for instructional enrichment.

TP 1 Can formulate principal questions a teacher has to ask him/herself in planning a teaching unit or lesson.

4. Consensus of the four Phase III respondent groups regarding the placement of 12 task statements was achieved. Seven of the statements were placed in

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Quadrant 1, and two statements were placed in Quadrant 2. Three statements were placed in Quadrant 3, and consensus was not achieved for any statements placed in Quadrant 4.

The seven tasks statements from Quadrant 1 indicative of high priority preservice requirements on the basis of consensus of the four Phase III respondent groups were:

LORM 7 Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.

TRPI 2 Demonstrates specific teacher functions as directing learning activities.

TRPI 3 Demonstrates specific teacher functions as telling and explaining.

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 12 Can grasp ideas pupils are trying to express.

The two statements from Quadrant 2 indicative of high priority remediation requirements during preservice on the basis of consensus of the four Phase III

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respondent groups were:

TRPI 8 Demonstrates the role of classroom manager with easy efficiency.

PBAI 23 Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.

5. Consensus of the two Phases II/III respondent groups regarding the quadrant placement of 37 task statements was reached. Twenty-two of the statements were placed in Quadrant 1, and four statements were placed in Quadrant 2. Five statements were placed in Quadrant 3, and consensus was achieved for six statements placed in Quadrant 4.

The 22 task statements from Quadrant 1 indicative of high priority preservice requirements on the basis of the two Phases II/III respondent groups were:

LORM 6 Can appropriately share with learner knowledge of the objectives of a given lesson or unit.

TRPI 1 Demonstrates specific teacher functions as task orientation.

TRPI 2 Demonstrates specific teacher functions as directing learning activities.

TRPI 4 Demonstrates specific teacher functions as pupil participation.

TRPI 5 Demonstrates specific teacher functions as

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learning materials.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

CM 8 Can translate abstract and intangible ideas into concrete and understandable terms.

CM 10 Can transform curriculum topical items into thought-provoking tasks.

CM 15 Can do the following with reference to appropriate learning resource materials: locate.

CM 16 Can do the following with reference to appropriate learning resource materials: select.

CM 17 Can do the following with reference to appropriate learning resource materials: procure.

CM 18 Can make effective educational use of teacher-made learning aids.

TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 4 Can secure widespread participation in a lesson that develops specific learner skills and/or abilities.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 12 Can grasp ideas pupils are trying to express.

TP 13 Can help pupils express their ideas more clearly.

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TP 16 Can relate to pupils with a view toward enhancing their self knowledge and self image.

PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

PBAI 20 Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning pupil problems.

PBAI 23 Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.

PBAI 29 Can respond with understanding to deviations in pupil behavior.

The four statements from Quadrant 2 indicative of high priority remediation requirements during preservice on the basis of consensus of the two Phases II/III respondent groups were:

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

CM 6 In a designated unit or subject, demonstrates familiarity with activities suited to the stimulation of creative thinking.

PBAI 13 Can achieve the effective utilization of the pupils' time and effort in conducting individualized activities.

PBAI 15 Can analyze pupils' methods of attacking tasks of various kinds.

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6. Consensus on the basis of four Phase II respondent groups for tasks placed in quadrants of high importance (Quadrants 1 and 2 together) indicated 30 tasks as being highly important for Phase II student teachers. A list of competencies for interim Phase II student teachers would include:

LORM 7 Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.

LORM 8 Can produce a varied set of ideas for the purposes of student motivation.

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TRPI 10 Can apply instructional procedures in a stimulating manner.

TRPI 11 Can apply instructional procedures in an imaginative manner.

TRPI 12 Can apply instructional procedures in an energetic manner.

TRPI 13 Can serve as a model for pupil identification with respect to interpersonal behavior and character.

CM 2 Can find appropriately stimulating curriculum materials for instructional enrichment.

CM 7 In a designated unit or sbject, demonstrates familiarity with activities suited to the

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stimulation of performance of specific skills and/or abilities.

CM 8 Can translate abstract and intangible ideas into concrete and understandable terms.

CM 16 Can do the following with reference to appropriate learning resource materials: select.

TP 1 Can formulate principal questions a teacher has to ask him/herself in planning a teaching unit or lesson.

TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 4 Can secure widespread participation in a lesson that develops specific learner skills and/or abilities.

TP 5 Can provide appropriate and successful prompts to pupils having difficulty in grasping a learning or performance task.

TP 8 Can formulate questions suited to such teaching purposes as arousing interest.

TP 9 Can formulate questions suited to such particular teaching purposes as providing reassurance.

TP 10 Can formulate questions suited to such particular teaching purposes as stimulating creative thought.

TP 11 Can formulate questions suited to such particular purposes as clarifying confusing ideas.

TP 12 Can grasp ideas pupils are trying to express.

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TP 13 Can help pupils express their ideas more clearly.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

TP 16 Can relate to pupils with a view toward enhancing their self knowledge and self image.

PBAI 2 Can control class behavior in general.

PBAI 4 Can handle individual instances of disruptive behavior in the classroom in a constructive way.

PBAI 5 Can detect tension in a classroom situation.

PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

PBAI 8 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with social difficulties.

PBAI 13 Can achieve the effective utilization of the pupils' time and effort in conducting individualized activities.

7. Consensus on the basis of four Phase III respondent groups for tasks placed in quadrants of high importance (Quadrants 1 and 2 together) indicated 24 tasks as being highly important for Phase III student teachers. A list of competencies for interim Phase III student teachers would include:

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LORM 7 Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.

TRPI 2 Demonstrates specific teacher functions as directing learning activities.

TRPI 3 Demonstrates specific teacher functions as telling and explaining.

TRPI 4 Demonstrates specific teacher functions as pupil participation.

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

TRPI 8 Demonstrates the role of classroom manager with easy efficiency.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TRPI 10 Can apply instructional procedures in a stimulating manner.

CM 7 In a designated unit or sbject, demonstrates familiarity with activities suited to the stimulation of performance of specific skills and/or abilities.

TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 5 Can provide appropriate and successful prompts to pupils having difficulty in grasping a learning or performance task.

TP 8 Can formulate questions suited to such teaching purposes as arousing interest.

TP 10 Can formulate questions suited to such

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particular teaching purposes as stimulating creative thought.

TP 11 Can formulate questions suited to such particular purposes as clarifying confusing ideas.

TP 12 Can grasp ideas pupils are trying to express.

TP 13 Can help pupils express their ideas more clearly.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

PBAI 2 Can control class behavior in general.

PBAI 3 Can control behavior of the troublesome, but not seriously disturbed, children.

PBAI 4 Can handle individual instances of disruptive behavior in the classroom in a constructive way.

PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

PBAI 8 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with social difficulties.

PBAI 23 Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.

PBAI 29 Can respond with understanding to deviations in pupil behavior.

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8. Consensus on the basis of two Phases II/III respondent groups for tasks placed in quadrants of high importance (Quadrants 1 and 2 together) indicated 44 tasks as being highly important for both Phase II and Phase III student teachers. A list of competencies for interim Phase II and III student teachers would include:

LORM 1 Can apply a given set of objectives as criteria in judging teaching procedures.

LORM 4 Can relate the specific objectives of a teaching unit to those of the individual lessons that constitute it.

LORM 5 Can relate the broad objectives of a teaching unit to those of the individual lessons that constitute it.

LORM 6 Can appropriately share with learners knowledge of the objectives of a given lesson or unit.

LORM 8 Can produce a varied set of ideas for the purposes of student motivation.

TRPI 1 Demonstrates specific teacher functions as task orientation.

TRPI 2 Demonstrates specific teacher functions as directing learning activities.

TRPI 4 Demonstrates specific teacher functions as pupil participation.

TRPI 5 Demonstrates specific teacher functions as learning materials.

TRPI 6 Demonstrates specific teacher functions as

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pupil thinking.

TRPI 8 Demonstrates the role of classroom manager with easy efficiency.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

CM 2 Can find appropriately stimulating curriculum materials for instructional enrichment.

CM 3 Can introduce appropriately stimulating curriculum materials for instructional enrichment.

CM 6 In a designated unit or subject, demonstrates familiarity with activities suited to the stimulation of creative thinking.

CM 8 Can translate abstract and intangible ideas into concrete and understandable terms.

CM 9 Can transform curriculum topical items into thought-provoking questions.

CM 10 Can transform curriculum topical items into thought-provoking tasks.

CM 15 Can do the following with reference to appropriate learning resource materials: locate.

CM 16 Can do the following with reference to appropriate learning resource materials: select.

CM 17 Can do the following with reference to appropriate learning resource materials: procure.

CM 18 Can make effective educational use of teacher-made learning aids.

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TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 3 Can procure feedback to determine pupil attention and understanding when telling or explaining.

TP 4 Can secure widespread participation in a lesson that develops specific learner skills and/or abilities.

TP 6 Demonstrates the ability to incorporate aspects of problem-solving in the conduct of a problem or discovery approach to teaching.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 10 Can formulate questions suited to such particular teaching purposes as stimulating creative thought.

TP 11 Can formulate questions suited to such particular purposes as clarifying confusing ideas.

TP 12 Can grasp ideas pupils are trying to express.

TP 13 Can help pupils express their ideas more clearly.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

TP 16 Can relate to pupils with a view toward enhancing their self knowledge and self image.

PBAI 2 Can control class behavior in general.

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PBAI 4 Can handle individual instances of disruptive behavior in the classroom in a constructive way.

PBAI 5 Can detect tension in a classroom situation.

PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

PBAI 10 Can encourage pupil initiative in carrying out learning activities.

PBAI 13 Can achieve the effective utilization of the pupils' time and effort in conducting individualized activities.

PBAI 15 Can analyze pupils' methods of attacking tasks of various kinds.

PBAI 23 Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.

PBAI 25 Can adapt teaching methods and manner of handling pupils to such factors as pupil special disabilities and talents.

PBAI 29 Can respond with understanding to deviations in pupil behavior.

PBAI 30 Can respond with understanding to pupil behavior deviations from teacher's expectations.

9. Consensus on the basis of all ten respondent groups for tasks placed in quadrants of high importance (Quadrants 1 and 2 together) indicated 12 tasks as being highly

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important for both Phase II and Phase III student teachers. These included:

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 10 Can formulate questions suited to such particular teaching purposes as stimulating creative thought.

TP 11 Can formulate questions suited to such particular purposes as clarifying confusing ideas.

TP 12 Can grasp ideas pupils are trying to express.

TP 13 Can help pupils express their ideas more clearly.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

PBAI 2 Can control class behavior in general.

PBAI 4 Can handle individual instances of disruptive behavior in the classroom in a constructive way.

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PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

10. Respondents who related additional important tasks for student teachers that were applicable to student teachers during their practicum experience identified two types of tasks: 1) tasks relating to the student teaching situation in the classroom, and 2) tasks relating to student teachers.

Tasks that student teachers need to consider when teaching in the classroom are:

a. Ability to handle variations to lesson plans and classroom routines;

b. Ability to demonstrate a sensitivity toward and professional working relationship with pupils;

c. Ability to integrate various learnings into meaningful experiences.

Other tasks that student teachers need to consider are:

a. Professional rapport with school personnel;

b. Ability to self-evaluate lessons that the student teacher has taught;

c. Ability to analyze instructional procedures and adapt them to meet the needs of students.

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B. CONCLUSIONS AND IMPLICATIONS

Conclusions

The following are conclusions of the study:

1. Task-oriented competencies needed by Phase II and Phase III student teachers during the course of their practicum experiences can be identified.

2. Student teachers consistently rated the importance of the task for student teachers and the ability for student teachers to perform the tasks higher than did the other respondent groups for each Phase. Education faculty instructors consistently rated the ability for student teachers to perform the tasks lower than did the other respondent groups for each Phase. The rating for the importance of the task for student teachers was high for all respondent groups.

3. Many of the task-oriented competencies overlapped both student teaching Phases.

4. The Quadrant Assessment Model produced more information than was addressed directly by this study.

5. The competencies identified in this study were generally similar to the Performance Objectives for ED CI XXX and ED CI XYZ offered by the Department of Elementary

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Education, Faculty of Education, University of Alberta (see Appendix 8 for a listing of these Performance Ojbectives).

Implications

Implications arising out of the study are the following:

1. The Division of Field Services, Faculty of Education, may wish to use the information provided by the study to develop descriptions of task-oriented competencies of student teachers for the purposes of student teacher evaluation in Phase II and Phase III.

2. Faculty of Education personnel may wish to use the information provided by the study in the development and revision of preservice programs.

3. Division of Field Services personnel of the Faculty of Education may wish to use the information provided by the study to help explain and outline to those involved in each practicum Phase the task-oriented competencies required by student teachers during the Phase II and Phase III practicum programs.

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C. SUGGESTIONS FOR FURTHER RESEARCH

Suggestions for further research include the following:

1. On the basis of the findings in this study it is recommended that further research be undertaken on identifying those task-oriented competencies required by student teachers in the Phase II and Phase III practicum programs at the University of Alberta. The results of this study can be considered tentative at best until further research is conducted. In addition, it is recommended that research be undertaken to attempt to delineate which task-oriented competencies are common to Phases II and III practicum programs. Identification of those task-oriented competencies required by student teachers in the Phases II and III practicum programs might help to outline tasks peculiar to each practicum Phase.

2. The Quadrant Assessment Model may of value to other researchers as a discrepancy analysis tool for purposes other than the identification of preservice and inservice/remediation training needs.

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University of Alberta

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University of Alberta

APPENDIX 1 : INVENTORY OF TASKS

University of Alberta

LEARNER OBJECTIVES, READINESS AND MOTIVATION

LORM 1 Can apply a given set of objectives as criteria in judging teaching procedures.

LORM 2 Can apply a given set of objectives as criteria in selecting curricular materials.

LORM 3 Can apply a given set of objectives as criteria in developing pupil appraisal procedures.

LORM 4 Can relate the specific objectives of a teaching unit to those of the individual lessons that constitute it.

LORM 5 Can relate the broad objectives of a teaching unit to those of the individual lessons that constitute it.

LORM 6 Can appropriately share with learners knowledge of the objectives of a given lesson or unit.

LORM 7 Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.

LORM 8 Can produce a varied set of ideas for the purposes of student motivation.

University of Alberta

TEACHER ROLES AND PUPIL INTERACTIONS

TRPI 1 Demonstrates specific teacher functions as task orientation.

TRPI 2 Demonstrates specific teacher functions as directing learning activities.

TRPI 3 Demonstrates specific teacher functions as telling and explaining.

TRPI 4 Demonstrates specific teacher functions as pupil participation.

TRPI 5 Demonstrates specific teacher functions as learning materials.

TRPI 6 Demonstrates specific teacher functions as pupil thinking.

TRPI 7 Demonstrates specific teacher functions as pupil mastery.

TRPI 8 Demonstrates the role of classroom manager with easy efficiency.

TRPI 9 Can supply instructional procedures in a warm, understanding and friendly manner.

TRPI 10 Can apply instructional procedures in a stimulating manner.

TRPI 11 Can apply instructional procedures in an imaginative manner.

TRPI 12 Can apply instructional procedures in an energetic manner.

TRPI 13 Can serve as a model for pupil identification with respect to interpersonal behavior and character.

University of Alberta

CURRICULUM AND MATERIALS

CM 1 Can determine the curriculum material to be included in a given teaching-learning unit to be conducted in a designated setting with a stated group of pupils.

CM 2 Can find appropriately stimulating curriculum materials for instructional enrichment.

CM 3 Can introduce appropriately stimulating curriculum materials for instructional enrichment.

CM 4 In designated units or subjects, demonstrates familiarity with game-like and simulation activities suitable for enhancing interest.

CM 5 In designated units or subjects, demonstrates familiarity with game-like and simulation activities suitable for inducing learning.

CM 6 In a designated unit or subject, demonstrates familiarity with activities suited to the stimulation of creative thinking.

CM 7 In a designated unit or subject, demonstrates familiarity with activities suited to the stimulation of performance of specific skills and/or abilities.

CM 8 Can translate abstract and intangible ideas into concrete and understandable terms.

CM 9 Can transform curriculum topical items into thought-provoking questions.

CM 10 Can transform curriculum topical items into thought-provoking tasks.

University of Alberta

CM 11 Can judge the adequacy and appropriateness of appraisal devices in terms of curricular knowledge.

CM 12 Can judge the adequacy and appropriateness of appraisal devices in relation to the objectives of a course or unit.

CM 13 Can breakdown difficult or complex topics into smaller manageable terms.

CM 14 Demonstrates outstanding curriculum innovations in the subject(s) to be taught.

CM 15 Can do the following with reference to appropriate learning resource materials: locate.

CM 16 Can do the following with reference to appropriate learning resource materials: select.

CM 17 Can do the following with reference to appropriate learning resource materials: procure.

CM 18 Can make effective educational use of teacher-made learning aids.

CM 19 Can make effective educational use of pupil-made learning aids.

CM 20 Demonstrates use of the classroom environment as a source of instructional stimulation.

University of Alberta

TEACHING PROCEDURES

TP 1 Can formulate principal questions a teacher has to ask him/herself in planning a teaching unit or lesson.

TP 2 Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.

TP 3 Can procure feedback to determine pupil attention and understanding when telling or explaining.

TP 4 Can secure widespread participation in a lesson that develops specific learner skills and/or abilities.

TP 5 Can provide appropriate and successful prompts to pupils having difficulty in grasping a learning or performance task.

TP 6 Demonstrates the ability to incorporate aspects of problem-solving in the conduct of a problem or discovery approach to teaching.

TP 7 Can effectively conduct lessons and assignments designed to enhance study skills.

TP 8 Can formulate questions suited to such particular teaching purposes as arousing interest.

TP 9 Can formulate questions suited to such particular teaching purposes as providing reassurance.

TP 10 Can formulate questions suited to such particular teaching purposes as stimulating creative thought.

TP 11 Can formulate questions suited to such particular purposes as clarifying confusing ideas.

TP 12 Can grasp ideas pupils are trying to express.

University of Alberta

TP 13 Can help pupils express their ideas more clearly.

TP 14 Can set up situations in which success or correctness of responses are built into the pupil learning performance.

TP 15 Can conduct activities with a view toward enhancing pupils' self knowledge and self image.

TP 16 Can relate to pupils with a view toward enhancing their self knowledge and self image.

University of Alberta

PUPIL BEHAVIOR, APPRAISAL AND INDIVIDUALIZATION

PBAI 1 Can help pupils formulated and execute a suitable code of behavior in school.

PBAI 2 Can control class behavior in general.

PBAI 3 Can control behavior of the troublesome, but not seriously disturbed, children.

PBAI 4 Can handle individual instances of disruptive behavior in the classroom in a constructive way.

PBAI 5 Can detect tension in a classroom situation.

PBAI 6 Can introduce appropriate relaxing activities or otherwise deal with tension in a classroom situation.

PBAI 7 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with learning difficulties.

PBAI 8 Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustrations in coping with social difficulties.

PBAI 9 Can encourage pupil initiative in choosing learning activities.

PBAI 10 Can encourage pupil initiative in carrying out learning activities.

PBAI 11 Can provide need to structure in directing learners engaged in various classroom activities.

University of Alberta

PBAI 12 Can achieve the effective utilization of the pupils' time and effort in conducting group lessons.

PBAI 13 Can achieve the effective utilization of the pupils' time and effort in conducting individualized activities.

PBAI 14 Can ascertain the degree and kind of attention pupils are giving to teacher's presentations and to classroom tasks through informal observation.

PBAI 15 Can analyze pupils' methods of attacking tasks of various kinds.

PBAI 16 Can analyze pupils' reactions to the difficulties of various tasks.

PBAI 17. Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning pupil interests.

PBAI 18 Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning pupil attitudes.

PBAI 19 Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning pupil feelings.

PBAI 20 Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning pupil problems.

University of Alberta

PBAI 21 Can interpret achievement test scores and other data derived from tests of general aptitudes, abilities, and/or skills.

PBAI 22 Can interpret achievement test scores and other data derived from tests of special aptitudes, abilities, and/or skills.

PBAI 23 Can adapt teaching methods and manner of handling pupils to such factors as pupil development stage.

PBAI 24 Can adapt teaching methods and manner of handling pupils to such factors as pupil intellectual potential.

PBAI 25 Can adapt teaching methods and manner of handling pupils to such factors as pupil special disabilities and talents.

PBAI 26 Can adapt teaching methods and manner of handling pupils to such factors as pupil inability to speak English.

PBAI 27 Can adapt teaching methods and manner of handling pupils to such factors as pupil socio-economic differences.

PBAI 28 Can adapt teaching methods and manner of handling pupils to such factors as pupil cultural differences.

PBAI 29 Can respond with understanding to deviations in pupil behavior.

PBAI 30 Can respond with understanding to pupil behavior deviations from teacher's expectations.

University of Alberta

APPENDIX 2 : SURVEY INSTRUMENT

University of Alberta

A GENERAL TASK ASSESSMENT PROFILE OF ELEMENTARY STUDENT TEACHERS

Hal Thiessen

Department of Educational Administration

University of Alberta

Guide to Questionnaire

This questionnaire lists a number of tasks which a student teacher may perform during the course of his/her student teaching practicum. Each respondent is asked to rate each task statement twice, once under the heading Importance of the Task for Student Teachers, and once under the heading Current Ability of Student Teachers to Perform the Task. A five-point scale from 1. (low) to 5. (high) is provided under each heading. Please circle the number which corresponds to your assessment for each task statement.

Please note that an additional column entitled "no opinion" (6) is provided under the heading Current Ability of Student Teachers to Perform the Task. This column is to be used only in the event that an estimate cannot be provided for a task statement in this section.

*Assume that "Student Teachers" refers to those elementary student teachers enrolled in the Practicum Program in which you are/were involved during Term 1 (this fall), 1980.

For Office Use Only

CC

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1-4

Please check ( ) the group to which you belong:

☐ 1. Student Teacher

☐ 2. Cooperating Teacher

☐ 3. Faculty Consultant

5

☐ 4. University Education Faculty Instructor

In which practicum Program are you presently involved?

☐ 1. Phase II (Ed. Pra. 200/202)

☐ 2. Phase III (Ed. Pra. 402)

6

☐ 3. Both Phases II and III

Task Statement	Importance of Task for Student Teachers (Low 1 2 3 4 5 High)	Current Ability of Student Teachers to Perform Task (Low 1 2 3 4 5 High; 6 No Opinion)	CC Office Use Only
1. Can make effective educational use of:			
a) teacher-made learning aids	1 2 3 4 5	1 2 3 4 5 6	7-8
b) pupil-made learning aids	1 2 3 4 5	1 2 3 4 5 6	9-10
2. Can guide and direct the course of pupil activities in a lesson in accordance with the requirements of designated objectives.	1 2 3 4 5	1 2 3 4 5 6	11-12
3. Can introduce appropriately stimulating curriculum materials for instructional enrichment.	1 2 3 4 5	1 2 3 4 5 6	13-14
4. Can help pupils formulate and and execute a suitable code of behavior in school.	1 2 3 4 5	1 2 3 4 5 6	15-16
5. Can serve as a model for pupil identification with respect to interpersonal behavior and character.	1 2 3 4 5	1 2 3 4 5 6	17-18
6. Can introduce appropriate relaxing activities or otherwise deal with tension in a classroom situation.	1 2 3 4 5	1 2 3 4 5 6	19-20
7. Can analyze:			
a) pupil's methods of attacking tasks of various kinds.	1 2 3 4 5	1 2 3 4 5 6	21-22
b) pupils' reactions to the difficulties of various tasks.	1 2 3 4 5	1 2 3 4 5 6	23-24
8. Can conduct activities with a view toward enhancing pupils' self knowledge and self image.	1 2 3 4 5	1 2 3 4 5 6	25-26

Task Statement	Importance of Task for Student Teachers (Low 1 2 3 4 5 High)	Current Ability of Student Teachers to Perform Task (Low 1 2 3 4 5 High; No Opinion 6)	CC Office Use Only
9. Demonstrates specific teacher functions as:			
a) task orientation	1 2 3 4 5	1 2 3 4 5 6	27-28
b) directing learning activities	1 2 3 4 5	1 2 3 4 5 6	29-30
c) telling and explaining	1 2 3 4 5	1 2 3 4 5 6	31-32
d) securing pupil participation	1 2 3 4 5	1 2 3 4 5 6	33-34
e) providing learning materials	1 2 3 4 5	1 2 3 4 5 6	35-36
f) stimulating pupil thinking	1 2 3 4 5	1 2 3 4 5 6	37-38
g) evaluating pupil mastery	1 2 3 4 5	1 2 3 4 5 6	39-40
10. Can effectively conduct lessons and assignments designed to enhance study skills.	1 2 3 4 5	1 2 3 4 5 6	41-42
11. Can supply instructional procedures in a warm, understanding, and friendly manner.	1 2 3 4 5	1 2 3 4 5 6	43-44
12. Can formulate the principal questions a teacher has to ask him/herself in planning a teaching unit or lesson.	1 2 3 4 5	1 2 3 4 5 6	45-46
13. Can apply instructional procedures in a/an:			
a) stimulating manner	1 2 3 4 5	1 2 3 4 5 6	47-48
b) imaginative manner	1 2 3 4 5	1 2 3 4 5 6	49-50
c) energetic manner	1 2 3 4 5	1 2 3 4 5 6	51-52
14. Can relate to pupils with a view toward enhancing their self knowledge and self image.	1 2 3 4 5	1 2 3 4 5 6	53-54
15. Can achieve the effective utilization of the pupils' time and effort in conducting:			
a) group lessons	1 2 3 4 5	1 2 3 4 5 6	55-56
b) individualized activities	1 2 3 4 5	1 2 3 4 5 6	57-58

Task Statement	Importance of Task for Student Teachers Low 1 2 3 4 5 High	Current Ability of Student Teachers to Perform Task Low 1 2 3 4 5 High	No Opinion 6	CC Office Use Only
16. Can formulate questions suited to such particular teaching purposes as:				
a) arousing interest	1 2 3 4 5	1 2 3 4 5	6	59-60
b) providing reassurance	1 2 3 4 5	1 2 3 4 5	6	61-62
c) stimulating creative thought	1 2 3 4 5	1 2 3 4 5	6	63-64
d) clarifying confusing ideas	1 2 3 4 5	1 2 3 4 5	6	65-66
17. In a designated unit or subject, demonstrates familiarity with activities suited to the stimulation of:				
a) creative thinking	1 2 3 4 5	1 2 3 4 5	6	67-68
b) performance of specific skills and/or abilities	1 2 3 4 5	1 2 3 4 5	6	69-70
18. Can ascertain the degree and kind of attention pupils are giving to teacher's presentations and to classroom tasks through informal observation.	1 2 3 4 5	1 2 3 4 5	6	71-72
19. Can transform curriculum topical items into:				
a) thought-provoking questions	1 2 3 4 5	1 2 3 4 5	6	73-74
b) thought-provoking tasks	1 2 3 4 5	1 2 3 4 5	6	75-76
20. Demonstrates the role of classroom manager with easy efficiency.	1 2 3 4 5	1 2 3 4 5	6	77-78
21. Can appropriately share with learners knowledge of the objectives of a given lesson or unit.	1 2 3 4 5	1 2 3 4 5	6	79-80
				[ ][ ][ ][2] 1-4
22. Can handle individual instances of disruptive behavior in the classroom in a constructive way.	1 2 3 4 5	1 2 3 4 5	6	5-6

Task Statement	Importance of Task for Student Teachers (Low 1 2 3 4 5 High)	Current Ability of Student Teachers to Perform Task (Low 1 2 3 4 5 High)	No Opinion	CC Office Use Only
23. Can secure widespread participation in a lesson that develops specific learner skills and/or abilities.	1 2 3 4 5	1 2 3 4 5	6	7-8
24. Can control class behavior in general.	1 2 3 4 5	1 2 3 4 5	6	9-10
25. Can grasp ideas pupils are trying to express.	1 2 3 4 5	1 2 3 4 5	6	11-12
26. Can provide appropriate and successful prompts to pupils having difficulty in grasping a learning or performance task.	1 2 3 4 5	1 2 3 4 5	6	13-14
27. Can relate the specific objectives of a teaching unit to those of the individual lessons that constitute it.	1 2 3 4 5	1 2 3 4 5	6	15-16
28. Can procure feedback to determine pupil attention and understanding when telling or explaining.	1 2 3 4 5	1 2 3 4 5	6	17-18
29. Can interpret achievement test scores and other data derived from tests of:				
a) general aptitudes, abilities, and/or skills.	1 2 3 4 5	1 2 3 4 5	6	19-20
b) special aptitudes, abilities, and/or skills.	1 2 3 4 5	1 2 3 4 5	6	21-22
30. Can control behavior of the troublesome, but not seriously disturbed, children.	1 2 3 4 5	1 2 3 4 5	6	23-24
31. Can communicate knowledge and ideas clearly where telling or explaining is appropriate in a lesson.	1 2 3 4 5	1 2 3 4 5	6	25-26

Task Statement	Importance of Task for Student Teachers (Low 1 2 3 4 5 High)	Current Ability of Student Teachers to Perform Task (Low 1 2 3 4 5 High; No Opinion 6)	CC Office Use Only
32. In designated units or subjects, demonstrates familiarity with game-like and simulation activities suitable for:			
a) enhancing interest	1 2 3 4 5	1 2 3 4 5 6	27-28
b) inducing learning	1 2 3 4 5	1 2 3 4 5 6	29-30
33. Can relate the broad objectives of a teaching unit to those of the individual lessons that constitute it.	1 2 3 4 5	1 2 3 4 5 6	31-32
34. Demonstrates the ability to incorporate aspects of problem-solving in the conduct of a problem or discovery approach to teaching.	1 2 3 4 5	1 2 3 4 5 6	33-34
35. Can find appropriately stimulating curriculum materials for instructional enrichment.	1 2 3 4 5	1 2 3 4 5 6	35-36
36. Can judge the adequacy and appropriateness of appraisal devices:			
a) in terms of curricular knowledge	1 2 3 4 5	1 2 3 4 5 6	37-38
b) in relation to the objectives of a course or unit	1 2 3 4 5	1 2 3 4 5 6	39-40
37. Can translate abstract and intangible ideas into concrete and understandable terms.	1 2 3 4 5	1 2 3 4 5 6	41-42
38. Can help pupils express their ideas more clearly.	1 2 3 4 5	1 2 3 4 5 6	43-44
39. Can encourage pupil initiative in:			
a) choosing learning activities	1 2 3 4 5	1 2 3 4 5 6	45-46
b) carrying out learning activities	1 2 3 4 5	1 2 3 4 5 6	47-48

Task Statement	Importance of Task for Student Teachers (Low 1 2 3 4 5 High)	Current Ability of Student Teachers to Perform Task (Low 1 2 3 4 5 High; 6 = No Opinion)	CC Office Use Only
40. Can determine the curriculum material to be included in a given teaching-learning unit to be conducted in a designated setting with a stated group of pupils.	1 2 3 4 5	1 2 3 4 5 6	49-50
41. Can detect tension in a classroom situation.	1 2 3 4 5	1 2 3 4 5 6	51-52
42. Can produce a varied set of ideas for the purposes of student motivation.	1 2 3 4 5	1 2 3 4 5 6	53-54
43. Can adapt teaching methods and manner of handling pupils to such factors as:			
a) pupil development stage	1 2 3 4 5	1 2 3 4 5 6	55-56
b) pupil intellectual potential	1 2 3 4 5	1 2 3 4 5 6	57-58
c) pupil special disabilities and talents	1 2 3 4 5	1 2 3 4 5 6	59-60
d) pupil inability to speak English	1 2 3 4 5	1 2 3 4 5 6	61-62
e) pupil socio-economic differences	1 2 3 4 5	1 2 3 4 5 6	63-64
f) pupil cultural differences	1 2 3 4 5	1 2 3 4 5 6	65-66
44. Demonstrates outstanding curriculum innovations in the subject(s) to be taught.	1 2 3 4 5	1 2 3 4 5 6	67-68
45. Can breakdown difficult or complex topics into smaller, manageable terms.	1 2 3 4 5	1 2 3 4 5 6	69-70
46. Can do the following with reference to appropriate learning resource materials:			
a) locate	1 2 3 4 5	1 2 3 4 5 6	71-72
b) select	1 2 3 4 5	1 2 3 4 5 6	73-74
c) procure	1 2 3 4 5	1 2 3 4 5 6	75-76

Task Statement	Importance of Task for Student Teachers Low High 1 2 3 4 5	Current Ability of Student Teachers to Perform Task Low High No Opinion 1 2 3 4 5 6	CC Office Use Only
47. Can respond with understanding to:			
a) deviations in pupil behavior	1 2 3 4 5	1 2 3 4 5 6	77-78
b) pupil behavior deviations from teacher's expectations	1 2 3 4 5	1 2 3 4 5 6	79-80
			1 3 (1-4)
48. Can provide need to structure in directing learners engaged in various classroom activities.	1 2 3 4 5	1 2 3 4 5 6	5-6
49. Can set up situations in which success or correctness of responses are built into the pupil learning performance.	1 2 3 4 5	1 2 3 4 5 6	7-8
50. Demonstrates use of the classroom environment as a source of instructional stimulation.	1 2 3 4 5	1 2 3 4 5 6	9-10
51. Can apply a given set of objectives as criteria in:			
a) judging teaching procedures	1 2 3 4 5	1 2 3 4 5 6	11-12
b) selecting curricular material	1 2 3 4 5	1 2 3 4 5 6	13-14
c) developing pupil appraisal procedures	1 2 3 4 5	1 2 3 4 5 6	15-16
52. Is sensitive and appropriately responsive to pupil manifestations of anxiety or frustration in coping with:			
a) learning difficulties	1 2 3 4 5	1 2 3 4 5 6	17-18
b) social difficulties	1 2 3 4 5	1 2 3 4 5 6	19-20
53. Can frame and conduct informal or conversational interviews with pupils that are designed to ascertain pertinent information concerning:			
a) pupil interests	1 2 3 4 5	1 2 3 4 5 6	21-22
b) pupil attitudes	1 2 3 4 5	1 2 3 4 5 6	23-24
c) pupil feelings	1 2 3 4 5	1 2 3 4 5 6	25-26
d) pupil problems	1 2 3 4 5	1 2 3 4 5 6	27-28

Task Statement	Importance of Task for Student Teachers Low High 1 2 3 4 5	Current Ability of Student Teachers to Perform Task Low High No Opinion 1 2 3 4 5 6	CC Office Use Only

Do you wish a summary of the results of this questionnaire?

☐ yes

Please list any additional important tasks you feel are applicable to student teachers during their practicum.

1. _____
2. _____
3. _____

APPENDIX 3 : COVERING LETTERS USED WITH SURVEY INSTRUMENT

University of Alberta

Ed. N. Rm. 7-167D

October 10th, 1980.

Dr. W. Worth,
Dean of the Faculty,
Faculty of Education,
University of Alberta.

Dear Dr. Worth:

RE: Research Involving Faculty Consultants and Faculty Instructors of Student Teachers

Further to my inquiries of October 9th, 1980, both Dr. A. MacKay, my thesis advisor, and Dr. E. Seger, Chairman of the Department of Educational Administration, are aware of and approve the research methodology required for my thesis.

Might I point out that the results generated from this research will also be of interest to the Education Faculty. Hence, a covering letter from you that could be attached to the questionnaires to Faculty Consultants and Faculty Instructors of Student Teachers would be most appreciated.

Enclosed please find a copy of my pilot questionnaire which is presently being ammended following the results of the pilot survey. A finalized version will be made available to you when it is completed.

Again, let me thank you for your assistance in making my research possible.

Yours truly,

Hal Thiessen

HT/bfs

INTER-DEPARTMENTAL CORRESPONDENCE

TO Mr. H. Thiessen
Dept. of Educational Administration

DATE October 28, 1980

FROM R.S. Patterson
Associate Dean
(Planning & Development)

I have reviewed your request for permission to undertake a study involving faculty consultants and instructors of student teachers. After consulting with Dr. Pearson, I am disposed to give you permission and encouragement to undertake the proposed study.

Sincerely,

R.S. Patterson
Associate Dean (P&D)

RSP/s

EDMONTON PUBLIC SCHOOLS

September 19, 1980

Mr. W. A. Kiffiak
School Liaison Officer
Division of Field Experiences
University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Mr. Kiffiak:

Re: Research Request - "A General Task Assessment Profile of Elementary Student Teachers" - Mr. Hal Thiessen

The above research request has been approved on a permissive basis following examination by our Department and consultation with Mr. G. D. Thomas, Director Instructional Processes.

Due to the nature of the research which involves student teachers and their respective cooperative teachers, schools have not been contacted by me. The requestor should now directly contact the principals of the schools concerned to obtain final approval and to make arrangements necessary to complete the project.

I would appreciate receiving a copy of the results of the study as soon as they are available. May I say that this is an excellent study in which we are highly interested.

Sincerely,

T. A. Blowers, Ph. D.
Director Research

TAB/sm
Attach.

cc: H. Thiessen
A. Mackay

Room 7-167D

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Dear _____:

Having been a University of Alberta faculty consultant and Ed. Admin. 401 instructor during the past year, as well as a classroom teacher and elementary/junior high principal during the 14 years prior to that, I respectfully realize that you, as a school administrator, have many, many tasks to complete each and every working day. Therefore, I humbly ask your indulgence and hope that you will assist me in making possible my study, "A General Task Assessment Profile of Elementary Student Teachers".

Please take a few minutes of your valuable time to review the enclosed material. As you will note, Dr. T.A. Blowers has granted permissive approval of this study, subject to your final approval.

The purposes, then, of my appointment with you on _____ will be to discuss and review the enclosed material and hopefully to make arrangements necessary to complete this project.

I look forward to meeting with you, and thank you in advance for your valued cooperation.

Yours very truly,

Hal Thiessen

Enclosure

HT/bfs

Room 7-167D

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Dear _____:

Having been a cooperating teacher, school administrator, faculty consultant, and Ed. Admin. 401 instructor, I respectfully realize that the demands placed upon student teachers are many, and that there is never a lack of tasks to be completed during a student teaching practicum. However, I humbly ask your indulgence and hope that you will have a few minutes to complete the enclosed questionnaire. I might point out that the school principal, Dr. T.A. Blowers, Director of Research, E.P.S.B. and Dr. W. Worth, Dean of the Faculty of Education have granted permissive approval for me to conduct this study. An envelope has been provided for the purpose of returning this questionnaire, and for your convenience, I will personally pick up this on _____.

Attached please find a brief outline indicating the purposes of this study, and a short description of the analysis format to be used. I might add that this study stems from my personal interest in and commitment to the teaching profession.

There appears to be general agreement that student teaching is a very important part of teacher education. In order to more accurately delineate the tasks a student teacher is expected to fulfill, it is important to receive perceptions of groups which may directly influence the student teacher role. Hence, your input in this study obviously would be most valuable.

In completing this questionnaire, please rate yourself as accurately as possible in regards to your present practicum experience. Please note that all responses will be treated as confidential, to be used for statistical purposes only. Therefore, the coding numerals will only be used to determine statistical response frequences, and to ensure adequate follow-up procedures for those questionnaires not initially returned. Once completed questionnaires are returned, identifier coding sheets will be destroyed.

.../2

I am available to answer any questions by telephoning 432-4913 (days) or 463-5837 (evenings).

Once again, I thank you for your valued cooperation.

Yours very truly,

Hal Thiessen

Enclosure

HT/bfs

Room 7-167D
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Dear _____:

Having been a cooperating teacher, school administrator, faculty consultant, and Ed. Admin. 401 instructor, I respectfully realize that teachers fill their hours fully, and that there is never a lack of tasks to be completed. The very fact that you have accepted the additional responsibility for the tutelage of a student teacher demonstrates your professional attitude and commitment.

That teachers in Edmonton have been "surveyed to death" is also quite true. However, I humbly ask your indulgence and hope that you will have a few minutes to complete the enclosed questionnaire. I might point out that your principal and Dr. T.A. Blowers, Director of Research, E.P.S.B., have granted permissive approval for me to conduct this study. An envelope has been provided for the purpose of returning this questionnaire, and for your convenience, I will personally pick up this on _____.

Attached please find a brief outline indicating the purposes of this study, and a short description of the analyses format to be used. I might add that this study stems from my personal interest in and commitment to the teaching profession.

There appears to be general agreement that student teaching is a very important part of teacher education. In order to more accurately delineate the tasks a student teacher is expected to fulfill, it is important to receive perceptions of groups which may directly influence the student teacher role. Hence, your input in this study would be most valuable.

In completing this questionnaire, please rate the student teacher(s) assigned to you for this fall term, 1980. Please note that all responses will be treated as confidential, to be used for statistical purposes only. Therefore, the coding numerals will only be used to determine statistical response frequencies, and to ensure adequate follow-up procedures for those questionnaires not initially returned. Once completed questionnaires are returned, identifier coding sheets will be destroyed.

../2

I am available to answer any questions by telephoning 432-4913 (days) or 463-5837 (evenings).

Once again, I thank you for your valued cooperation.

Yours very truly,

Hal Thiessen

HT/bfs

Enclosure

Room 7-167D
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Dear _____:

Having been a cooperating teacher, school administrator, faculty consultant, and Ed. Admin. 401 instructor, I respectfully realize that university academic staff and graduate students fill their hours fully, and that there is never a lack of tasks to be completed. However, I humbly ask your indulgence and hope that you will have a few minutes to complete the enclosed questionnaire. I might point out that Dr. Worth, Dean of the Faculty of Education has granted permissive approval for me to conduct this study. An envelope has been provided for the purpose of returning this questionnaire via Campus Mail.

Attached please find a brief outline indicating the purpose of this study and a short description of the analysis format to be used. This study stems from my personal interest in and commitment to the teaching profession.

There appears to be general agreement that student teaching is a very important part of teacher education. In order to more accurately delineate the tasks a student teacher is expected to fulfill, it is important to receive perceptions of groups which may directly influence the student teacher role. Hence, your input in this study would be most valuable.

In completing the questionnaire, please rate those student teachers for whom you have responsibility to observe and/or evaluate this fall term, 1980. Please note that all responses will be treated as confidential, to be used for statistical purposes only. Therefore, the coding numerals will only be used to determine statistical response frequencies, and to ensure adequate follow-up procedures for those questionnaires not initially returned. Once completed questionnaires are returned, identifier coding sheets will be destroyed.

../2

I am available to answer any questions by telephoning 432-4913 (days) or 463-5837 (evenings).

Once again, I thank you for your valued cooperation.

Yours very truly,

Hal Thiessen

Enclosure

HT/bfs

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Room 7 - 167D

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

_____, 1980.

Dear

Recently a questionnaire pertaining to a general task assessment profile of elementary student teachers was forwarded to you. As yet I have had no response from you. May I make an urgent request that you complete and return the questionnaire within the next few days? Attached is a stamped, self-addressed envelope. I cannot overemphasize the importance of your participation in the study. Please post the completed questionnaire by December 10, 1980.

I realize that cooperating teachers and student teachers alike are constantly under the pressure of work, and I do apologize for the extra demand made on your time.

If you have already forwarded the completed questionnaire, please ignore this request.

Thank you in advance for you cooperation and assistance in this matter.

Yours sincerely,

Hal Thiessen

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Room 7 - 167D

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

_____, 1980.

Dear

Recently a questionnaire pertaining to a general task assessment profile of elementary student teachers was forwarded to you. As yet I have had no response from you. May I make an urgent request that you complete and return the questionnaire within the next few days? I cannot overemphasize the importance of your participation in the study. Please return the completed questionnaire via Campus Mail by December 12, 1980.

I realize that faculty consultants are constantly under the pressure of work and I do apologize for the extra demand made on your time.

If you have misplaced your original questionnaire, please contact me and another questionnaire will be forwarded to you. The enclosed return envelope has been provided for this purpose.

In the event that you have already forwarded your original questionnaire, please accept my sincere appreciation and kindly ignore this letter.

Thank you in advance for your cooperation and assistance in this matter.

Yours sincerely,

Hal Thiessen

☐ Yes, please forward another questionnaire.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Room 7 - 167D

_____, 1980.

Dear

Recently a questionnaire pertaining to a general task assessment profile of elementary student teachers was forwarded to you. As yet I have had no response from you. May I make an urgent request that you complete and return the questionnaire within the next few days? I cannot overemphasize the importance of your participation in the study. Please return the completed questionnaire via Campus Mail by December 12, 1980.

I realize that faculty instructors are constantly under the pressure of work and I do apologize for the extra demand made on your time.

If you have misplaced your original questionnaire, please contact me and another questionnaire will be forwarded to you. The enclosed return envelope has been provided for this purpose.

In the event that you have already forwarded your original questionnaire, please accept my sincere appreciation and kindly ignore this letter.

Thank you in advance for your cooperation and assistance in this matter.

Yours sincerely,

Hal Thiessen

☐ Yes, please forward another questionnaire.

APPENDIX 4 : KEY FOR MATCHING THE ORDER OF PLACEMENT OF TASK STATEMENTS IN THE SURVEY INSTRUMENT WITH THE CORRESPONDING PLACEMENT OF TASK STATEMENTS IN THE INVENTORY OF TASKS

University of Alberta

KEY FOR MATCHING THE ORDER OF THE PLACEMENT OF THE TASK STATEMENT IN THE SURVEY INSTRUMENT WITH THE CORRESPONDING PLACEMENT OF THE TASK STATEMENT IN THE INVENTORY OF TASKS

QUEST.	TASK	QUEST.	TASK	QUEST.	TASK
1a	CM 18	16d	TP 11	39b	PBAI 10
1b	CM 19	17a	CM 6	40	CM 1
2	LORM 7	17b	CM 7	41	PBAI 5
3	CM 3	18	PBAI 14	42	LORM 8
4	PBAI 1	19a	CM 9	43a	PBAI 23
5	TRPI 13	19b	CM 10	43b	PBAI 24
6	PBAI 6	20	TRPI 8	43c	PBAI 25
7a	PBAI 15	21	LORM 6	43d	PBAI 26
7b	PBAI 16	22	PBAI 4	43e	PBAI 27
8	TP 15	23	TP 4	43f	PBAI 28
9a	TRPI 1	24	PBAI 2	44	CM 14
9b	TRPI 2	25	TP 12	45	CM 13
9c	TRPI 3	26	TP 5	46a	CM 15
9d	TRPI 4	27	LORM 4	46b	CM 16
9e	TRPI 5	28	TP 3	46c	CM 17
9f	TRPI 6	29a	PBAI 21	47a	PBAI 29
9g	TRPI 7	29b	PBAI 22	47b	PBAI 30
10	TP 7	30	PBAI 3	48	PBAI 11
11	TRPI 9	31	TP 2	49	TP 14
12	TP 1	32a	CM 4	50	CM 20
13a	TRPI 10	32b	CM 5	51a	LORM 1
13b	TRPI 11	33	LORM 5	51b	LORM 2
13c	TRPI 12	34	TP 6	51c	LORM 3
14	TP 16	35	CM 2	52a	PBAI 7
15a	PBAI 12	36a	CM 11	52b	PBAI 8
15b	PBAI 13	36b	CM 12	53a	PBAI 17
16a	TP 8	37	CM 8	53b	PBAI 18
16b	TP 9	38	TP 13	53c	PBAI 19
16c	TP 10	39a	PBAI 9	53d	PBAI 20

LORM - Learner Objectives, Readiness and Motivation

TRPI - Teacher Roles and Pupil Interactions

CM - Curriculum and Materials

TP - Teaching Procedures

PBAI - Pupil Behavior, Appraisal and Individualization

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APPENDIX 5 : DISTRIBUTION OF TASK STATEMENTS BY QUADRANT PLACEMENT BY THE FOUR RESPONDENT GROUPS FOR THE PHASE II PRACTICUM

University of Alberta

QUADRANT PLACEMENT FOR PHASE II RESPONDENTS

TASK STATEMENT	S.T.	C.T.	F.C.	F.I.	
LORM 1	3	3	1	3	
LORM 2	3	3	1	4	
LORM 3	3	3	3	3	*
LORM 4	4	1	4	3	
LORM 5	4	3	4	4	
LORM 6	3	3	3	1	
LORM 7	1	1	1	1	*
LORM 8	2	2	2	1	
TRPI 1	4	1	4	4	
TRPI 2	4	1	1	1	
TRPI 3	1	1	4	4	
TRPI 4	1	1	1	1	*
TRPI 5	4	1	4	4	
TRPI 6	1	1	2	2	
TRPI 7	2	2	2	2	*
TRPI 8	2	2	3	2	
TRPI 9	1	1	1	1	*
TRPI 10	1	1	1	1	*
TRPI 11	1	1	1	1	*
TRPI 12	1	1	1	4	
TRPI 13	1	1	1	4	
CM 1	3	3	3	3	*
CM 2	1	4	1	1	
CM 3	1	1	1	1	*
CM 4	4	3	4	4	
CM 5	3	3	4	4	
CM 6	4	2	3	2	
CM 7	1	1	2	1	
CM 8	2	2	2	1	
CM 9	2	3	2	2	
CM 10	2	3	2	2	
CM 11	3	3	3	3	*
CM 12	3	3	3	3	*
CM 13	2	3	2	2	
CM 14	3	3	3	3	*
CM 15	1	1	4	4	
CM 16	1	1	1	1	*
CM 17	3	1	4	4	
CM 18	4	1	4	4	
CM 19	3	3	3	3	*
CM 20	2	4	3	3	

* denotes consensus

University of Alberta

TASK STATEMENT	S.T.	C.T.	F.C.	F.I.	
TP 1	1	2	2	2	
TP 2	1	1	1	1	*
TP 3	1	3	1	2	
TP 4	1	2	2	1	
TP 5	1	1	2	2	
TP 6	3	3	3	3	*
TP 7	3	2	3	3	
TP 8	1	1	1	1	*
TP 9	1	1	1	1	*
TP 10	1	2	2	2	
TP 11	2	2	2	1	
TP 12	1	1	1	1	*
TP 13	1	1	2	1	
TP 14	3	3	3	3	*
TP 15	1	1	2	1	
TP 16	1	1	2	1	
PBAI 1	4	1	3	4	
PBAI 2	1	1	2	1	
PBAI 3	2	2	3	3	
PBAI 4	2	2	2	2	*
PBAI 5	1	4	1	2	
PBAI 6	3	3	3	3	*
PBAI 7	1	1	1	1	*
PBAI 8	1	1	1	1	*
PBAI 9	3	3	3	3	*
PBAI 10	1	4	3	3	
PBAI 11	3	3	3	4	
PBAI 12	4	2	1	1	
PBAI 13	1	1	2	2	
PBAI 14	4	1	2	2	
PBAI 15	3	3	2	2	
PBAI 16	1	1	2	2	
PBAI 17	1	4	1	4	
PBAI 18	1	4	1	3	
PBAI 19	1	4	1	4	
PBAI 20	1	3	2	3	
PBAI 21	3	3	3	3	*
PBAI 22	3	3	3	3	*
PBAI 23	2	3	2	2	
PBAI 24	3	3	2	2	
PBAI 25	2	3	2	2	
PBAI 26	3	3	2	2	
PBAI 27	3	3	3	3	*
PBAI 28	3	3	3	3	*
PBAI 29	1	2	2	1	
PBAI 30	2	3	2	2	

* denotes consensus

University of Alberta

S.T. - Student Teachers

C.T. - Cooperating Teachers

F.C. - Faculty Consultants

F.I. - Education Faculty Instructors

Mean Importance= 4.248 S.D.= 0.290

Mean Ability=3.329 S.D.= 0.298

University of Alberta

APPENDIX 6 : DISTRIBUTION OF TASK STATEMENTS BY QUADRANT PLACEMENT BY THE FOUR RESPONDENT GROUPS FOR THE PHASE III PRACTICUM

University of Alberta

QUADRANT PLACEMENT FOR PHASE III RESPONDENTS

TASK STATEMENT	S.T.	C.T.	F.C.	F.I.	
LORM 1	3	4	2	3	
LORM 2	3	1	2	3	
LORM 3	3	1	2	3	
LORM 4	4	1	4	3	
LORM 5	4	1	1	4	
LORM 6	3	3	2	1	
LORM 7	1	1	1	1	*
LORM 8	1	1	3	1	
TRPI 1	4	1	2	1	
TRPI 2	1	1	1	1	*
TRPI 3	1	1	1	1	*
TRPI 4	1	1	2	1	
TRPI 5	4	1	4	4	
TRPI 6	1	1	1	1	*
TRPI 7	1	2	2	3	
TRPI 8	2	2	2	2	*
TRPI 9	1	1	1	1	*
TRPI 10	1	2	1	1	
TRPI 11	1	1	4	1	
TRPI 12	1	1	4	1	
TRPI 13	1	1	1	3	
CM 1	4	4	3	1	
CM 2	4	4	1	1	
CM 3	1	1	4	1	
CM 4	4	3	4	4	
CM 5	3	3	4	4	
CM 6	1	2	4	2	
CM 7	1	1	2	1	
CM 8	2	2	3	1	
CM 9	3	3	3	1	
CM 10	2	3	4	1	
CM 11	3	3	1	3	
CM 12	3	3	2	3	
CM 13	1	4	2	1	
CM 14	3	3	4	4	
CM 15	4	1	1	4	
CM 16	1	1	1	4	
CM 17	1	1	4	4	
CM 18	4	1	2	4	
CM 19	3	3	3	3	*
CM 20	3	4	3	4	

* denotes consensus

University of Alberta

TASK STATEMENT	S.T.	C.T.	F.C.	F.I.	
TP 1	1	2	1	3	
TP 2	2	1	1	1	
TP 3	2	3	2	2	
TP 4	1	3	2	1	
TP 5	2	2	2	1	
TP 6	3	3	3	4	
TP 7	3	3	3	2	
TP 8	1	1	1	1	*
TP 9	4	3	2	1	
TP 10	1	2	1	1	
TP 11	2	2	1	1	
TP 12	1	1	1	1	*
TP 13	1	2	2	1	
TP 14	3	3	3	4	
TP 15	1	1	2	2	
TP 16	1	1	3	2	
PBAI 1	2	4	2	3	
PBAI 2	1	1	2	1	
PBAI 3	2	2	2	1	
PBAI 4	2	2	2	1	
PBAI 5	1	3	2	2	
PBAI 6	2	3	2	2	
PBAI 7	1	1	2	1	
PBAI 8	1	1	2	1	
PBAI 9	3	3	4	4	
PBAI 10	1	4	1	1	
PBAI 11	3	3	3	4	
PBAI 12	4	1	4	2	
PBAI 13	3	1	3	1	
PBAI 14	4	2	2	2	
PBAI 15	3	3	1	2	
PBAI 16	1	4	2	2	
PBAI 17	1	4	2	1	
PBAI 18	1	4	2	2	
PBAI 19	1	4	2	2	
PBAI 20	1	3	2	2	
PBAI 21	3	3	3	3	*
PBAI 22	3	3	3	3	*
PBAI 23	2	2	2	2	*
PBAI 24	2	3	2	2	
PBAI 25	2	3	2	2	
PBAI 26	3	3	2	2	
PBAI 27	3	3	2	2	
PBAI 28	3	3	2	2	
PBAI 29	1	2	2	1	
PBAI 30	2	3	2	1	

* denotes consensus

University of Alberta

S.T. - Student Teachers

C.T. - Cooperating Teachers

F.C. - Faculty Consultants

F.I. - Education Faculty Instructors

Mean Importance= 4.434
S.D.= 0.275

Mean Ability= 3.638
S.D.= 0.224

University of Alberta

APPENDIX 7 : DISTRIBUTION OF TASK STATEMENTS BY QUADRANT PLACEMENT BY THE TWO RESPONDENT GROUPS FOR THE PHASES II AND III PRACTICUM PROGRAMS

University of Alberta

QUADRANT PLACEMENT FOR PHASES II/III RESPONDENTS

TASK STATEMENT	EDUCATION FACULTY INSTRUCTORS	FACULTY CONSULTANT	
LORM 1	2	1	
LORM 2	4	1	
LORM 3	3	1	
LORM 4	2	1	
LORM 5	2	1	
LORM 6	1	1	*
LORM 7	1	4	
LORM 8	2	1	
TRPI 1	1	1	*
TRPI 2	1	1	*
TRPI 3	4	4	*
TRPI 4	1	1	*
TRPI 5	1	1	*
TRPI 6	2	2	*
TRPI 7	2	4	
TRPI 8	4	4	*
TRPI 9	1	1	*
TRPI 10	1	3	
TRPI 11	4	1	
TRPI 12	4	1	
TRPI 13	4	1	
CM 1	3	4	
CM 2	1	2	
CM 3	1	2	
CM 4	4	1	
CM 5	4	4	*
CM 6	2	2	*
CM 7	1	4	
CM 8	1	1	*
CM 9	2	1	
CM 10	1	1	*
CM 11	3	3	*
CM 12	3	3	*
CM 13	3	1	
CM 14	3	1	
CM 15	1	1	*
CM 16	1	1	*
CM 17	1	1	*
CM 18	1	1	*
CM 19	4	2	
CM 20	3	1	

* denotes consensus

University of Alberta

TASK STATEMENT	EDUCATION FACULTY INSTRUCTORS	FACULTY CONSULTANT	
TP 1	2	3	
TP 2	1	1	*
TP 3	2	1	
TP 4	1	1	*
TP 5	2	4	
TP 6	2	1	
TP 7	3	3	*
TP 8	1	1	*
TP 9	1	4	
TP 10	1	2	
TP 11	2	1	
TP 12	1	1	*
TP 13	1	1	*
TP 14	3	1	
TP 15	1	2	
TP 16	1	1	*
PBAI 1	4	1	
PBAI 2	2	1	
PBAI 3	3	4	
PBAI 4	2	1	
PBAI 5	2	1	
PBAI 6	3	3	*
PBAI 7	1	1	*
PBAI 8	1	4	
PBAI 9	4	1	
PBAI 10	1	1	*
PBAI 11	4	4	*
PBAI 12	1	4	
PBAI 13	2	2	*
PBAI 14	2	4	
PBAI 15	2	2	*
PBAI 16	3	1	
PBAI 17	4	4	*
PBAI 18	1	4	
PBAI 19	4	4	*
PBAI 20	4	2	
PBAI 21	3	1	
PBAI 22	3	1	
PBAI 23	1	1	*
PBAI 24	2	4	
PBAI 25	2	1	
PBAI 26	4	1	
PBAI 27	3	3	*
PBAI 28	3	4	
PBAI 29	1	1	*
PBAI 30	2	1	

* denotes consensus

University of Alberta

Mean Importance= 4.345
S.D.= 0.397

Mean Ability= 2.618
S.D.= 0.552

University of Alberta

APPENDIX 8 : PERFORMANCE OBJECTIVES FOR ED CI XXX AND ED CI XYZ

University of Alberta

PERFORMANCE OBJECTIVES FOR ED CI XXX AND ED CI XYZ

Preactive Teacher Tasks

Those things teachers do in preparation for interacting with pupils.

Students must be able to demonstrate in writing or in the classroom the ability to use those skill factors set forth in Ed CI XXX in an instructional setting.

The following comprise the skill factors referred to above.

Learning about pupils -- use of records, observation, diagnostic materials.

Selecting goals -- using curriculum materials and knowledge of children to set appropriate goals for short and longer time blocks; integrating among subjects; priorizing goals; sequencing goals.

Selecting materials and facilities -- applying criteria for materials appropriate to the pupils and goals.

Organizing space -- planning for the use of the classroom and other space to provide for effective use of the materials and facilities so goals will be achieved.

Developing varied activities -- assuring a wide variety of activities suited to the pupils, goals, materials, and space.

Planning for group use of activities -- developing written plans to assure that activities planned are appropriate to the group, to curricular objectives, and to constraints of time, space, materials, adult assistance, and welfare of other pupils.

Planning for monitoring progress -- developing procedures for tracking each pupil's growth, gaps, strengths, time use, responsibility, and readiness for next steps.

University of Alberta

Planning for time use -- organizing the day so there is time to complete activities in various areas for various kinds of pupils.

Planning for pupil behavior -- boundaries and how to maintain them, routines, transitions.

Interactive Teacher Tasks

Those ways teachers initiate and respond to communication with pupils.

Students must be able to demonstrate in writing or in the classroom the ability to use those skill factors set forth in Ed CI XXX in an instructional setting.

The following comprise the skill factors referred to above.

Listening -- attending to pupil talk; interpreting meaning and feelings.

Supporting and Reinforcing -- providing an emotional climate supporting participation in the activities planned; building rapport.

Clarifying -- helping puils articulate goals, and ideas; helping pupils understand how to use existing activities, and to accept responsibility for planning time use.

Creating -- working with pupils to develop: new learning activities, ways of expressing ideas, ways of solving problems, materials to use, groupsing with common goals.

Responding -- helping pupils develop appropriate abilities for independence i learning and working with others by responding to questions. conflicts, infringements on others' rights, and non-verbal cues.

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Stimulating -- through questions, encouragement, and example, encouraging pupils to participate in activities appropriate to goals; leading discussions; and initiating inquiry by focusing problems and issues.

Grouping -- helping pupils plan groups and group behaviors for activities suited to cooperative work, dramatizing, music, discussion,. . .

Presenting -- building knowledge and skills through oral and AV presentations, demonstrations, explanations.

Post Active Teacher Tasks
Those things teachers do after interacting with pupils.

Students must be able to demonstrate in writing or in the classroom the ability to use those skill factors set forth in Ed CI XYZ in an instructional setting.

The following comprise the skill factors referred to above.

Self - evaluation -- developing a self-awareness of one's growth as a teacher, reflecting on and critiquing one's own processes and procedures.

Evaluating activities -- determining the effectiveness of activities planned in light of pupil use of them and their effectiveness in achieving goals sought.

Revising activities, materials, space arrangements, groupings -- using evaluation data and pupil suggestions to decide how to improve learning activities, etc.

Recording data -- keeping files of pupils' work/results, activities chosen and completed, goals achieved, groupings, progress.

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Communicating with parents and pupils -- using recorded data to help parents and pupils understand progress toward pupil and teacher goals.

Identifying tasks for other adult helpers -- planning ways for aides, school specialists, parents, and older children to help with learning activities.

University of Alberta

VITA

Name: Martin Harold (Hal) Thiessen

Place of Birth: Saskatoon, Saskatchewan

Year of Birth: 1945

Post-Secondary Education and Degrees:

Saskatoon Teachers' College
Saskatoon, Saskatchewan

University of Calgary
Calgary, Alberta
B. Ed.

University of Alberta
Edmonton, Alberta
1979 - 1981

Related Work Experience:

Teacher
North-Central Saskatchewan
Calgary, Alberta
Cambridge Bay, Yellowknife, N.W.T.

Principal
Fort Vermilion, Alberta

Faculty Consultant
University of Alberta
1979-1980

Sessional Lecturer
University of Alberta
1980-1981

University of Alberta